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DATABANK OF THIRD WORLD EDUCATIONAL RESEARCH

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for

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THIRD WORLD EDUCATIONAL RESEARCH DATABANK

The BRIDGES Third World Educational Research Databank is a comprehensive list of reported findings from research carried out in Third World countries. These are findings about determinant factors of specific school outcomes, such as academic achievement, access, promotion, drop out, equity, or costs. Most of the literature synthesized in this database has been inspired by the production-function approach to educational research, where researchers try to identify those factors that are key agents in the production of school outcomes. Although the databank includes some findings about process rather than outcomes, these are exceptions. In this regard, this databank should not be taken as a representative sample of all educational research that has been carried out in Third World countries. On the other hand, it is a good sample of the Third World production-function literature.

The initial list of findings was extracted from Fuller's review of selected bibliography (Fuller, B. 1985 Raising School Quality in Developing Countries: What investments boost learning? Washington: The World Bank, Discussion Paper, Report No. EDT7, September). To this were added findings from the state-of-the-art research reviews that BRIDGES has sponsored. In addition, the databank has been complemented with findings form a survey of sources not considered by Fuller or by BRIDGES reviewers.

Currently the databank reports 881 statements of findings . A finding statement is an expression of a research outcome which reports the relationship between an independent variable and a dependent variable. For the purposes of this databank, in order to accept a research outcome as a "research finding", the following concepts have to be reported clearly:

1. INDICATOR. This is an independent variable, this is a potential influence on, cause of, or agent for a specific school outcome. No criteria were a priori defined as to which indicators were to be taken into account. Indicators that

referred to the same factors have been combined and given a common term, even though the source documents used different names.

2. SCHOOL OUTCOMES. This is a dependent variable, and refers to the selected school phenomena that researchers wanted to study, or the effect of the influence exerted by the indicator. In the language of the databank, dependent variables are school outcomes. The school outcomes that were previously selected as relevant were the following:

a) Academic achievement. When this outcome is known only in general terms it is symbolized as **A.A.**. When information is available in detail, this outcome is disaggregated by the following subject matters: mathematics (**A.A.:ma.**); language (**A.A.:la.**); science (**A.A.:sc.**); social studies (**A.A.:ss.**); or english A.A.:en.), or even by grades. For example, **A.A.:ma:3g.** means:"academic achievement in mathematics in the third grade". Because educational research usually finds that a given independent variable has different consequences in different settings, when there is information available the specific details of the findings are reported. Such details may refer to differences found in relation to subject matters, grades, or urban/ rural settings. However, in some cases joint effects are reported in the case of language or mathematics (**A.A.:la.&ma.**) because the source reported them in this form;

b) Access. This school outcome has been taken into account when it refers to primary or secondary schooling;

c) Attendance. Refers to the presence of pupils in the school;

d) Drop out. Refers to a withdrawal from the school system for at least one school year;

e) Equity. This outcome refers to significant differentials of effect between different kinds of students. When information is available, this outcome is disaggregated by gender, socio-economic status, or setting (urban/rural);

f) Promotion. Although in many cases academic achievement is operationalized as scores or marks which are criteria to pass students to the next grade, by "promotion" here is understood the flow of students from one grade to the next, independent of any assessment of the learning process.

g) Miscellaneous. A long-term objective of this database is to take into account not only the outcomes listed above but also others such as literacy, national income, salary, productivity, school efficiency, technical skills, and kinds of learning that are not reducible to academic achievement (e.g. in the current databank this is the case of learning as assessed by vocational exams). With this in mind, some of the research findings refer to such outcomes, although their number is minimal at this moment;

3. DIRECTION OF THE EFFECT. This refers to the sign of the relationship between an indicator and an outcome. For the purpose of this databank there are three possibilities in assessing that relationship: a) It is positive (+) when an increase in the indicator is associated with an increase in the school outcome; b) It is negative (-) when a increase in the indicator is associated with the a decline in the school outcome; or c)it is is null (0) when the research finds no evidence of a causal or correlational relationship between an indicator and an outcome.

4. SYSTEM LEVEL. This is the strata of the school system where the finding was generated. Since the priority of BRIDGES Project is elementary and secondary school most of the findings are related to these levels. The code used for this notion was the following:

K= Pre-elementary school or Kindergarteen;

P= Primary (usually from 1st. to 6st. or 7st. grades);

S= Secondary (usually from 7st. to 9st. grade);

H= High School or upper secondary school (usually from 10st. to 12st. grade).

In cases where the finding refers to two levels of the system the symbol "&" is used.

5. COUNTRY. This is the place were the research was done. Given that the purpose of this databank is to be rich in contextual relevance, an effort was made to identify findings by country, disregarding generalizations from cross-national studies (only two were accepted).

6. REFERENCE. This is either the document where the finding is reported by the researchers, or a secondary source that synthezises the original report (typically reviews of literature). It is important to clarify that the documents used to extract information for this database are not considered as references when they are not primary sources. They are used as references only in those cases where they are referred to in secondary sources, and the primary source is not available. In any case. by reference is understood a document which reports the findings. In this database the reference is reports the family name of the author of the report and the year of publication of the report (e.g.Chantavanich, 1982.). In cases of two or even three joint authors the family name is used (e.g. Moegiadi & Elley, 1979.). in case of more than three authors, "et al." is used(e.g. Robinson et al, 1986.). Complete information about the referred document is included in the general databank bibliography.

Each finding includes the above information. In addition, the following categories of information is available for some findings:

7. DEGREE OF SIGNIFICANCE. This notion refers to the level of statistical confidence of the finding with respect to the relationship between the independent and dependent variable. Because the degree of statistical significance is not frequently reported, no criteria for a minimum degree of significance is defined. However, when statistical details are available, or the report expresses (even qualitatively) the strength of the relationship, this is presented. In general, the degree of significance is defined as High or Low. High degree of significance, in most cases, implies correlations equal or higher than .27 and p's equal to or lower than .05. Obviously this criteria is flexible: in particular pieces of research they vary according to the statistical techniques used in the analysis and the number of independent variables taken into account.

8. SETTING. This refers to the specific social or educational context where the findings have been identified. If information was available, the size and

characteristics of the sample are reported. The code used for this concept is the following:

#g= grade (e.g. 5g. fifth grade);

ru.=rural

ur.=urban

na.=sample randomly selected from a national population;

1-6g= From first to sixth grade (for instance);

1,6g.= Grades one and six (for instance).

9. METHOD. This is the research design or statistical techniques applied in the particular piece of investigation. Unfortunately methods are not always reported and, when they are, they refer more often to the statistical techniques than to the data collection method. Most pieces of research listed in this database applied non-experimental and non-ethnographic designs. In most cases relatively large surveys were used. The most typical statistical technique is multiple regression, what is usual in the production-function literature. The code used was the following:

an. = ANCOVA.
av. = Means.
ca. = Content analysis.
cg. = Experimental design (with control group)
co. = Correlations.
da. = Discriminant analysis.
fa. = Factor analysis.
fr. = Frequencies.
ft. = F test.
gk. = Goodman-Kruskal gamma.
qu. = Qualitative methodology.
m.a.= Meta-analysis.
mr. = Multiple regression.
pe. = Percentages.
pf. = Log-linear production function.
sd. = Standard deviation.
st. = 'T' student.
va. = ANOVA.
X^2 = Contingency tables.
zt. = Z-Test.

CLASSIFICATION OF RESEARCH FINDINGS

The numerous indicators (currently more than 150), and the need to systematize the databank, make necessary the development at a scheme to group findings by indicators. The BRIDGES model of determinants of school outcomes is one such scheme. A diagram of this model is presented in annex 1.

The BRIDGES model is formed of domains, which are the most general concepts (domains were NOT used for the classification of findings); factors which are subsets of domains, they were used as the most general concepts to classify findings; and categories which are the most specific concepts that were used to classify indicators.

The conceptual framework of the BRIDGES model is the following:

I. CONTEXTUAL CONDITIONS.

This domain is formed by factors that depend on social structure, and which are not directly affected by decisions taken by educational policy-makers.

1. Social factors.

1.1 Demographic structure.
1.2 Composition of the labor force.
1.3 Degree of urbanization/rural development.
1.4 Degree of social heterogeneity.
1.5 Cultural characteristics.

2. Household factors.

2.1 Household socio-economic status.
2.2 Household size.
2.3 Learning environment at home.

3. Student characteristics.

3.1 Student cognitive readiness.
3.2 Student health.
3.3 Individual characteristics

II. POLICY DOMAIN.

This domain displays a series of distinguishable policy-areas where educational policy-makers (of centralized Ministries of Education) may take decisions to improve quantity and quality of schooling.

4. Physical resources.

4.1 Accessibility of school.
4.2 Building utilization rate.
4.3 Conditions of buildings.
4.4 General facilities.
4.5 Academic facilities.
4.6 School furnishing.
4.7 Instructional resources.

5. School management.

5.1 Headmaster characteristics.
5.2 Supervision policies.
5.3 Organization of the school.
5.4 Entrance requirements.
5.5 Leadership style.
5.6 Teacher turnover.
5.7 Relations with the community.

6. Teacher characteristics.

6.1 Teacher recruitment policies.
6.2 Teacher placement policies.
6.3 Teacher individual characteristics.
6.4 Teacher working conditions.

7. Teacher training.

7.1 Teaching certification policies.
7.2 Pre-service training.
7.3 In-service training.

8. Allocated time.

8.1 Length of time for graduation.
8.2 Length of school year.
8.3 Length of school day.
8.4 Allocated time per subject matter.
8.5 Calendar and economic cycle.

9. Learning technologies.

9.1 Availability of instructional software.
9.2 Availability of instructional hardware.

10. Curriculum.

10.1 Evaluation practices.
10.2 Language of instruction.
10.3 Operationalization of curriculum.
10.4 Practical orientation of curriculum.

III. INSTRUCTIONAL DOMAIN.

This domain takes into account the essential elements of the teaching/learning process, namely the interaction between teacher and students. Opportunity to Learn is used as a key concept to understand how learning takes place in the formal schooling setting. The hypothesis of the BRIDGES model is that policy-makers influence the degree to which school outcomes are accomplished only by affecting the factors related with the way teachers teach and students learn.

11. Teacher behaviors.

11.1 Teacher absenteeism.
11.2 Instructional strategies.
11.3 Teacher attitudes.
11.4 Grouping strategies.
11.5 Control of discipline.
11.6 Class preparation.

12. Student behaviors.

12.1 Student absenteeism.
12.2 Time spent on school activities.

13. Opportunity to learn.

13.1 Academic learning time.
13.2 Use of instructional software.
13.3 Use of instructional hardware.

IV. SCHOOL OUTCOMES.

This domain reduces the main consequences that schooling may have for the students as well as for the educational system itself. It is not expected that this model may take into account large social outcomes, such as social mobility or social equity. In this regard, this model does not attempt to be relevant in explaining issues of the external efficiency of the school system.

14. School learning.

14.1 Promotion.
14.2 Academic achievement.

15. Retention.

15.1 Student flow rates.
15.2 School system internal efficiency.

16. Access.

16.1 Participation rates by gender.
16.2 Participation rates by age.
16.3 Participation rates by place of residence (urban/rural)
16.4 Participation rates by socio-economic status.

17. Costs.

17.1 Per pupil costs.
17.2 Overall expenditures for education.

It is necessary to keep in mind that domains, factors, and categories are concepts imposed on the finding statements in order to classify them. The original findings were not reported in the BRIDGES terms, and there is no suggestion that the researchers will agree on how findings should be classified. These concepts are used solely as a taxonomical device. On of the advantages of the classification, is to facilitate the use of the database by having at least three levels of generalization to design searchs in the database. For instance, a very general search could be to identify those findings related with community factors (Factor level). A more particular search could be to identify

those findings related to the degree of urbanization or rural development of the site where the school exists (Category level). If the reader is interested only in those independent variables originally selected by researchers then s/he may focus on those findings related with, for instance, electricity services (Indicator level).

Appendix 2 is the current list of existing Indicators in the databank along with the current number of occurrences for each one. Appendix 3 is the current number of occurrences for each factor and category.

HOW TO READ THE DATABASE

This databank is structured by columns and rows. Columns are formed by the previously explained concepts: Factors, Categories, Indicators (independent variables), School outcomes (dependent variables), Direction of effect, System level, Country, Setting, Method, Degree of significance, and Reference.

Rows are finding statements. For instance, the following row:

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.6 School furnishing	School furnishing (desks, seats)	A.A.;sc.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=17.3; p<.001	av.co.	Mwamwenda & Mwamwenda, 1987.

could be read as follows:

"Mwamwenda and Mwamwenda found in Botswana that school furnishing, such as desks or seats, improve the rate of learning in sciences for seventh graders in

a highly significant way ($t=17.3; p<.001$). From 51 primary schools they randomly selected 2,559 students.These findings were reported in terms of correlations and means." Checking the database bibliography, the complete information about the source is obtained: MWAMWENDA, T.S. & MWAMWENDA, B.B. 1987. "School Facilities and Pupil's Academic Achievement", Comparative Education, Vol. 23, No. 2, pp. 225-235.

Finally, this database is in process of development. It will be expanded both in findings as well as in its structure. The next step is to write a brief abstract (no more than 200 words) of some sources. Other elements that are planned to take into account are: implementation problems for the indicators of the policy domain; financial requirements; and political implications of indicators translated into policies or programs. Since this kind of information is seldom available, only a limited number of findings is expected to be complemented in this way.

DATA BANK OF THIRD WORLD EDUCATIONAL RESEARCH

FINDINGS ON THE IMPACT OF CONTEXTUAL CONDITIONS ON SCHOOL OUTCOMES

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
1. Social factors	1.1 Demographic structure	girls pregnancy	Drop out	+	H	Ghana		High (37.8%)		Adams, 1980.
1. Social factors	1.1 Demographic structure	girls pregnancy	Drop out	+	H	Liberia		High (65%)		Brenner, 1982.
1. Social factors	1.2 Composition of the labor force	economic development of the district	A.A.:la.	+	P	Thailand	4g.na.	High (r=.48)	va,ar,co.	Ketsingha, 1984.
1. Social factors	1.2 Composition of the labor force	economic development of the district	A.A.:ma.	+	P	Thailand	4g.na.	Low (r=.24)	va,ar,co.	Ketsingha, 1984.
1. Social factors	1.3 Degree of urbanizatio n/rural development	densely populated districts	A.A.:la.	+	P	Thailand	1-4g.	-0-	va,ar. 1984.	Lorsomrudee,
1. Social factors	1.3 Degree of urbanizatio n/rural development	densely populated districts	A.A.:ma.	+	P	Thailand	1-4g.	-0-	va,ar. 1984.	Lorsomrudee,

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	A.A.	+	P	Thailand	1-6g.na.	-0-	ft,co,ar.	Shinatungkool, 1984.
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	A.A.:la.	+	P	Thailand	4g.	High (indicators of urbanization explained 58.3% of the v	sd,va,ar.	Ketsingha, 1984.
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	A.A.:ma.	0	P	Thailand	4g.	-0-	sd,va,ar.	Ketsingha, 1984.
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	Drop out	+	P	Thailand	5g.	High (average r2=.07)	ar,x2.	Panartkool, 1984.
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	Promotion	+	P	Thailand	1g.	High	co.	Tongprajiad, Lungmoya, & Wichaicome, 1984.
1. Social factors	1.3 Degree of urbanization/rural development	electricity services	School efficiency	+	P	Thailand	1-6g.na.	High	sd,co,ar.	Chantavanich, 1982.
1. Social factors	1.3 Degree of urbanization/rural development	introduction of women's labor-saving technologies	Access	0	P	Upper Volta	ru.		fr,qu.	McSweeney & Freedman, 1980.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
1. Social factors	1.3 Degree of urbanization/rural development	land renting rate in the province (low)	Access to secondary	+	P&S	Thailand	7-8g.ur.ru.	Low	ar,qu.ca.	Chantavanich, 1978.
1. Social factors	1.3 Degree of urbanization/rural development	place of residence (urban/rural)	A.A.	+	P	Sri Lanka		High		Dharmadasa, 1982.
1. Social factors	1.3 Degree of urbanization/rural development	place of residence (urban/rural)	Drop out	0	P	Sri Lanka		-0-		Haputanthri, 1979.
1. Social factors	1.3 Degree of urbanization/rural development	urban environment	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	High (r=.29; R2=.1)	pe,co,ar.	Moegiadi & Elley, 1979.
1. Social factors	1.3 Degree of urbanization/rural development	urban environment	A.A.	+	P	Thailand	3-4g.	Direct effect.		Educational Research & Planning Centre, 1983.
1. Social factors	1.3 Degree of urbanization/rural development	urban environment	A.A.	+	S	Indonesia	9g.			Mangindaan et al, 1978.
1. Social factors	1.3 Degree of urbanization/rural development	urban environment	A.A.	0	H	Indonesia	12g.			Suprapto et al, 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SY LEVE	INTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
1. Social factors	1.3 Degree of urbanizatio n/rural development	urban environment	Promotio n	+	P	Thailand	1-6g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.
1. Social factors	1.3 Degree of urbanizatio n/rural development	urban environment	School efficien cy	+	P	Thailand	1-6g.na.	High	va,fa,ar.	Chantavanich, 1982.
1. Social factors	1.4 Degree of social heterogenei ty	Dominant use of national language in the community	Access	+	P&S	Nepal	ru(4,655 schoolage children-4 0% students-n a.)	High (B=.12;p<.01)	ar.	Shresta et al, 1986.
1. Social factors	1.4 Degree of social heterogenei ty	ethnicity	Drop out	+	P	Sri Lanka		-0-	1979.	Haputanthri,
1. Social factors	1.4 Degree of social heterogenei ty	ethnicity	Promotio n	+	P	Thailand	7-8g.ur.ru .	High	ar,qu,ca.	Chantavanich, 1978.
1. Social factors	1.4 Degree of social heterogenei ty	speakers of national language	A.A.:la.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=-.01; R2=.1)	av,co,ar.	Moegiadi & Elley, 1979.
1. Social factors	1.4 Degree of social heterogenei ty	speakers of national language	A.A.:ma.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)		av,co,ar.	Moegiadi & Elley, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
1. Social factors	1.4 Degree of social heterogeneity	speakers of national language	A.A.:sc.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)		av,co,mr.	Moegiadi & Elley, 1979.
1. Social factors	1.4 Degree of social heterogeneity	speakers of national language	A.A.:ss.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=-.01; R2=.1)	av,co,mr.	Moegiadi & Elley, 1979.
1. Social factors	1.5 Cultural characteristics	access to T.V.	A.A.	+	P	Mexico		(effect related only to one specific program "Sesame St.")		Guerrero et al, 1976.
1. Social factors	1.5 Cultural characteristics	access to T.V.	A.A.	+	P	Venezuela				Garcia et al, 1974.
1. Social factors	1.5 Cultural characteristics	educational level of the community	A.A.	+	P	Indonesia	(so pamong school system)			Soemarman, 1982.
1. Social factors	1.5 Cultural characteristics	number of primary schools in the district	Equity	-	S	Tanzania		emergence of private schools		Court, 1975.
1. Social factors	1.5 Cultural characteristics	number of primary schools in the district	Promotion	+	P	Thailand	7g.ur.ru.	High	mr,qu,ca.	Chantavanich, 1978.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	cost of schooling	Drop out	+	P	Egypt		-0-	1986.	Robinson et al,
2. Household factors	2.1 Socio-economic status	family's need of child labor	Drop out	+	P	Guatemala	1-6g.ru.	Low	x2.	Clark, 1981.
2. Household factors	2.1 Socio-economic status	household occupation (agriculture)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.03;P<.01)]	mr.	Shresta et al, 1986.
2. Household factors	2.1 Socio-economic status	household occupation (non-professional service)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.03; p<,05)	mr.	Shresta et al, 1986.
2. Household factors	2.1 Socio-economic status	household occupation (professional service)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.03;p<.01)	mr.	Shresta et al, 1986.
2. Household factors	2.1 Socio-economic status	livestock wealth	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	Low (B=.01)	mr.	Shresta et al, 1986.
2. Household factors	2.1 Socio-economic status	parents' occupation (commerce)	A.A.	0	P	Thailand	5-6g.	-0-	fa.ft.	Thongnui, 1980.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE.
2. Household factors	2.1 Socio-economic status	parents' occupation (commerce)	A.A.:la.	+	P	Thailand	4gna.	High (r=.33)	va,ar,co.	Ketsingha, 1984.
2. Household factors	2.1 Socio-economic status	parents' occupation (commerce)	A.A.:ma.	+	P	Thailand	4g.na.	High (r=.32)	va,ar,co.	Ketsingha, 1984.
2. Household factors	2.1 Socio-economic status	parents' occupation (commerce)	Drop out	+	P	Thailand	5g.	High (r2=.05, along with urbanization variables)	ar,x2.	Panartkool, 1984.
2. Household factors	2.1 Socio-economic status	parents' occupation (commerce)	Promotion	+	P	Thailand	5g.	Low	ar.	Tongprajiad & Lungmoya, 1984.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Argentina		-0-		Echart, 1976.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Chile				Himmel et al, 1985.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	High (r=.24; R2=5.8. Apparently only the brightest remain)	av,co,ar.	Moegiadi & Elley, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=-.11; R2=.8).	av,co,ar.	Moegiadi & Elley, 1979.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Indonesia	1-3g. PSPP schools			Surya, 1977.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Kenya	6g.ur.ru.	High		Waneru, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Sri Lanka		-0-	1982.	Siriwardena,
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Sri Lanka		-0-		Walton, 1980.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Thailand	1-6g.	High	va,fa,ar.	Chantavanich, 1982.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Thailand	3-4g.	Direct effect		Educational Research & Planning Centre, 1983.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	P	Thailand	1-6g.	-0-	va,X2.	Shimshoam & Jit-Aree, 1984.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	S	Indonesia	9g.			Mangindaan et al, 1978.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	S	Sri Lanka	9g.	-0-		Alahakoo, 1977.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	S	Sri Lanka	10g.ur.	High	co.	Niles, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	+	S	Thailand	10g.	High	ar.	Sethaputra, 1983.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	-	S	Nigeria	random sample of one thousand 10-11 years old	High (t=3.70; p<.001)	st,co.	Zajonc et al, 1980.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.	0	P	Indonesia	3-6g. (sd pasong schools)			Talle, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:la.	+	K	Colombia		-0-		Rozo et al, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:la.	+	P	Indonesia.	1g.			Saberansyah, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:la.	0	P	Thailand	3g.na.	-0-	ar.	Setapanich, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:ma.	+	K	Colombia		-0-		Rozo et al, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:ma.	+	S	Dominican Rep.	8g.	High	co.	Luna, Gonzalez, & Wolfe, 1986.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:ma.	0	P	Thailand	3g.na.	-0-	ar.	Setapanich, 1982.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:sc.	+	P	Indonesia	6g. regular and 5g. PSPP schools.			Munaf, 1985.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	A.A.:sc.	+	S	Sri Lanka		-0-		Gunawardena, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Access	+	P	Chile		-0-		Schiefelbein & Clavel, 1980.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Access	+	P	Paraguay		-0-		Schiefelbein & Clavel, 1980.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.09;p<.01)	mr.	Shresta et al, 1986.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Access to secondary	+	P&S	Thailand	7-8g.	Low	mr,qu,ca.	Chantavanich, 1978.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	India		-0-		Evans, 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Liberia		-0-		Brenner, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Nepal		-0-		Evans, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Sri Lanka		-0-		Gomes, 1979.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Sri Lanka		-0-		Haputanthri, 1979.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Sri Lanka		-0-		Jayasundera, 1980.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Sri Lanka		-0-		Jayasuriya, 1982.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Drop out	-	P	Thailand	1-3g.ru.	-0-	x2, pe.	Wan, 1975.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Equity	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(No one from ru. sample scored as high as the lowest ur.)	av,co,mr.	Moegiadi & Elley, 1979.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Promotion	+	K	Colombia		-0-		Rozo et al, 1981.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Promotion	+	P	Argentina		-0-		Echart, 1976.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Promotion	+	P	Brazil		-0-		Wolff, 1979.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Promotion	+	P	Thailand	5g.	Low	mr.	Tongprajiad & Lungmoya, 1984.
2. Household factors	2.1 Socio-economic status	pupil's socio-economic status	Promotion	+	P	Thailand	1g.	High	mr.	Tongprajiad, Lungmoya, & Wichaicome, 1984.
2. Household factors	2.1 Socio-economic status	working parents (both)	A.A.	0	S	Indonesia	(compared to families where only the father works)			Atikah, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.2 Household size	birth order	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.04)	fr,co,mr.	Moegiadi & Elley 1979.
2. Household factors	2.2 Household size	birth order (middle)	Drop out	+	P	Colombia		-0-		Birdsall, 1980.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.	+	S	Nigeria	random sample of one thousand 10-11 years old	Low (F=1.12)	st,co.	Zajonc et al, 1980.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.	+	S	Nigeria	random sample of one thousand 10-11 years old	High (F=4.32; p<.001)	co.	Zajonc et al, 1980.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.:en.	+	P	Nigeria	6g.ur.ru.(random sample,2,288 pupils of one state)	High (F=18.5; p<.001)	co.	Ojerinde, 1985.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.:la.	0	P	Nigeria	6g.ur.ru.(random sample,2,288 pupils of one state)	(F=.43; p<.91)	co.	Ojerinde, 1985.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.:ma.	+	P	Nigeria	6g.ur.ru.(random sample,2,288 pupils of one state)	High (F=17.7; p<.01)	co.	Ojerinde, 1985.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.2 Household size	birth order (oldests)	A.A.:sc.	+	P	Nigeria	6g.ur.ru.(random sample,2,2 88 pupils of one state)	High (F=31.3; p<.001)	co.	Ojerinde, 1985.
2. Household factors	2.2 Household size	birth order (oldests)	A.A.:ss.	+	P	Nigeria	6g.ur.ru.(random sample,2,2 88 pupils of one state)	High (F=26.8; p<.01)	co.	Ojerinde, 1985.
2. Household factors	2.2 Household size	birth order (oldests)	Drop out	+	P	Philippin es		-0-		King, 1981.
2. Household factors	2.2 Household size	family size	A.A.	+	P	Chile	1g.	(55% of repiters have over 4 siblings)		Bravo, 1980.
2. Household factors	2.2 Household size	family size	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.08; R2=.1)	av,co,ar.	Moegiadi & Elley, 1979.
2. Household factors	2.2 Household size	family size	Access	-	P&S	Nepal	ru(4,655 schoolage children-4 0% students-n a.)	Low (B=.02)	ar.	Shresta et al, 1986.
2. Household factors	2.2 Household size	family size	Equity	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (strong inav,co,ar. ur. sample but almost absent in ru. sample)		Moegiadi & Elley, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.2 Household size	family size (smaller)	A.A.	+	S	Nigeria	random sample of one thousand 10-11 years old	Low (F=2.25; p<.02)	co.	Zajonc et al, 1980.
2. Household factors	2.2 Household size	number of adults in the family (less than two)	A.A.	-	S	Nigeria	random sample of one thousand 10-11 years old	Low (t=1.55; p<.12)	st,co.	Zajonc et al, 1980.
2. Household factors	2.2 Household size	single-head households	A.A.:la.	-	P	Chile	lg.	(35% of low achievers)		Arce et al, 1985.
2. Household factors	2.2 Household size	single-head households	A.A.:ma.	-	P	Chile	lg.	(35% of low achievers)		Arce et al, 1985.
2. Household factors	2.3 Learning environment at home	availability of textbooks at home	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=12; R2=1.1. This effect is for more than 10 or more)	fr,co,ar.	Moegiadi & Elley, 1979.
2. Household factors	2.3 Learning environment at home	availability of textbooks at home	A.A.:la.	+	P	Chile				Diaz, 1985.
2. Household factors	2.3 Learning environment at home	availability of textbooks at home	A.A.:ma.	+	P	Chile				Diaz, 1985.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.3 Learning environment at home	children exposed to media at home	A.A.	+	P	Chile	lg.			Abarca et al, 1986.
2. Household factors	2.3 Learning environment at home	father's level of schooling	Access	+	P	Botswana	ru.	High		Chernichovsky, 1985.
2. Household factors	2.3 Learning environment at home	father's level of schooling	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.27;B=.25;p <.01)	ar.	Shresta et al, 1986.
2. Household factors	2.3 Learning environment at home	father's level of schooling	Drop out	-	P	Nepal		-0-	Lockheed & Jamison, 1979.	CERID, 1984;
2. Household factors	2.3 Learning environment at home	father's level of schooling	Drop out	-	P	Philippines	rural schools	-0-	1981.	Saith & Cheung,
2. Household factors	2.3 Learning environment at home	home background (aggregated)	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(R2=.08)	R2,ar.	Moegiadi & Elley, 1979.
2. Household factors	2.3 Learning environment at home	home background (aggregated)	A.A.:ma.	+	P	Thailand	5g. (random sample of 2,381 pupils from 6 provin.)	Low (r=.065,this is a pre-test effect)	ar,fa,co.	Nitsaisook & Postlethawaite, 1986.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.3 Learning environment at home	Household characteristics (aggregated)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	(general=R2=.1mr.7;p<.01;primary=R2=.12;secondary=R2=.23)		Shresta et al, 1986.
2. Household factors	2.3 Learning environment at home	instructional materials at home (availability)	A.A.	+	H	Indonesia	12g.			Suprapto et al, 1981.
2. Household factors	2.3 Learning environment at home	instructional materials at home (availability)	A.A.:la.	+	P	Indonesia	1g.			Saberansyah, 1981.
2. Household factors	2.3 Learning environment at home	instructional materials at home (availability)	A.A.:sc.	+	P	Indonesia	(6g. regular and 5g. PSPP students)			Munaf, 1985.
2. Household factors	2.3 Learning environment at home	level of schooling of adults living in the household	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.15; p<.01)	ar.	Shresta et al, 1986.
2. Household factors	2.3 Learning environment at home	parent's support	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (higher scores but r=-12)	fr,co,mr.	Moegiadi & Elley, 1979.
2. Household factors	2.3 Learning environment at home	parent's support	Access to secondary	+	P&S	Thailand	7-8g.	Low	mr,qu,ca.	Chantavanich, 1978.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.3 Learning environment at home	parent's support	Drop out	+	P	Mexico	2g.	-0-		Lembert, 1985.
2. Household factors	2.3 Learning environment at home	parent's support	Promotion	+	P&S	Thailand	5-8g.	-0-	pe,gk. 1980.	Kaewkungwal,
2. Household factors	2.3 Learning environment at home	parental expectations (high)	A.A.	+	K	Chile				Arango et al, 1980.
2. Household factors	2.3 Learning environment at home	parental expectations (high)	A.A.	0	P	Indonesia	3-6g. (ad pamong schools)			Talle, 1982.
2. Household factors	2.3 Learning environment at home	parents' education	A.A.:sc.	+	P	Indonesia	6g. regular and 5g. PSPP students.			Munaf, 1985.
2. Household factors	2.3 Learning environment at home	parents' modernity	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.12; p<.01)	mr.	Shresta et al, 1986.
2. Household factors	2.3 Learning environment at home	parents' supervision	A.A.:la.	+	P	Indonesia	1g.			Saberansyah, 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
2. Household factors	2.3 Learning environment at home	parents' supervision (lack)	Promotion	-	P	Thailand	1-3g.ru.	-0-		Wan, 1975.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.1 Student cognitive readiness	early stimulation	A.A.	+	P	Colombia		(effect along with nutrition)		McKay, McKay, and Sinisterro, 1978.
3. Student characteristics	3.1 Student cognitive readiness	early stimulation	A.A.:la.	+	P	Chile	Low SES children	(Results at the same level than pre-schooling)		Anoalaft et al, 1978.
3. Student characteristics	3.1 Student cognitive readiness	pupil's characteristics (aggregated)	Access	+	P&S	Nepal	ru.	(R2=26;p<.01; ar. primary=R2=.25 ;secondary=R2= .34)		Shresta et al, 1986.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.	+	H	Indonesia		(sc. stream pupils rated higher in IQ tests than ss. pupils)		Sulaeman, 1984.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.	+	P	Indonesia	1-3g. PSPP schools			Surya, 1977.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.	+	S	Indonesia	7g. open junior general secondary school			Sadiman, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.	+	S	Nigeria		High (r=.27)	co.	Yolole, 1973.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.:en.	+	S	Nigeria		High (r=.50)	co.	Yolole, 1973.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.:ma.	+	H	Indonesia	12g. (sc. stream)			Djaali, 1984.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	A.A.:ma.	+	S	Nigeria		Low (r=.18)	co.	Yolole, 1973.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	Drop out	+	P	Sri Lanka		-0-		Piyasena, 1980.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	Promotion	+	P&S	Thailand	5-8g.	-0-	pe,gk. 1980.	Kaewkungwal,
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability	Promotion	0	S	Thailand		High (.05 level)	fa.	Kanjanawasee, 1978.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability (high ability and pacing track)	A.A.:ma.	+	S	Singapore		High (p.<.002)	ar.	Hoong, 1985.
3. Student characteristics	3.1 Student cognitive readiness	pupil's intelectual ability (low ability and pacing track)	A.A.:ma.	+	S	Singapore		High (core=p.<03)	ar.	Hoong, 1985.
3. Student characteristics	3.1 Student cognitive readiness	pupil's plans on further education	A.A.:ma.	-	P	Thailand	5g. (random sample of 2,381 pupils from 6 provin.)	Low (r=.061, this effect is from pre-test)	ar,fa,co.	Nitsaisook & Postlethawaite, 1986.
3. Student characteristics	3.1 Student cognitive readiness	pupil's plans on further schooling	A.A.	+	P	Thailand	5-6g.	-0-	fa,ft.	Thongmui, 1980.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	A.A.	0	P	Chile		-0-	1981.	Assael et al,
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	A.A.:la.	+	P	Brazil	1g.	-0-		Feijo, 1983.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	A.A.:la.	+	P	Brazil		-0-		Feijo, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	A.A.:la.	+	P	Chile	lg.	(positive effect only at low SES)	qu.	Filp et al, 1983.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	A.A.:la.	+	P	Indonesia	lg.			Saberansyah, 1981.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	Promotion	+	P	Argentina	lg.	High (only regarding low SES students)		Pozner, 1983.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	Promotion	+	P	Brazil		-0-		Wolff, 1979.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	Promotion	+	P	Chile	lg.	r=.78 between repetition rate and lack of pre-school		Filp & Schiefelbein, 1981.
3. Student characteristics	3.1 Student cognitive readiness	pupil's pre-school	School efficiency	+	P	Thailand	1-6g.na.	High	va,fa,ar.	Chantavanich, 1982.
3. Student characteristics	3.1 Student cognitive readiness	pupil's readiness	A.A.	+	H	Indonesia				Sulaeman, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.1 Student cognitive readiness	pupil's readiness	A.A.	+	P	Indonesia	1-3g. PSPP schools			Surya, 1977.
3. Student characteristics	3.1 Student cognitive readiness	pupil's readiness	A.A.	+	P	Thailand	3-4g.	Indirect effect.		Educational Research & Planning Centre, 1983.
3. Student characteristics	3.1 Student cognitive readiness	pupil's readiness	A.A.:ma.	+	P	Thailand	5g. (random sample of 2,381 pupils from 6 provin.)	Low (r=.14, this effect is from pre-test)	mr,fa,co.	Nitsaisook & Postlethawaite, 1986.
3. Student characteristics	3.1 Student cognitive readiness	pupil's (plans on further schooling	A.A.	+	S	Indonesia	7g. open junior general secondary school			Sadiman, 1984.
3. Student characteristics	3.2 Health	nutrition	A.A.	+	P	Chile		Low		Ortiz, 1984.
3. Student characteristics	3.2 Health	nutrition	A.A.	-	P	Guatemala		-0-		Jamison, 1981.
3. Student characteristics	3.2 Health	nutrition	Promotion	+	P	Chile		-0-		Donoso, Schiefelbein, & Morales, 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.2 Health	pupil's eyesight and hearing	A.A.	+	P	indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=-.02)	fr,co,ar.	Moegiadi & Elley 1979.
3. Student characteristics	3.2 Health	pupil's health	A.A.	+	P	Thailand	3-4g.	Direct effect		Educational Research & Planning Centre, 1983.
3. Student characteristics	3.3 Student individual characteristics	pupil's age	A.A.:na.	-	P	Thailand	5g. (random sample of 2,381 pupils from 6 provinc)	Low (r=.062, this effect is from pre-test)	ar,fa,co.	Nitsaisook & Postlethawaite, 1986.
3. Student characteristics	3.3 Student individual characteristics	pupil's age as expected by the system	A.A.	+	P	Indonesia	6g.na. (random sample of 13,405 pupils)	High (11-12 years old scored higher than oldest pupils)	co.	Moegiadi & Elley, 1979.
3. Student characteristics	3.3 Student individual characteristics	pupil's age as expected by the system	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.04;B=.19;p<.01)	ar.	Shresta et al, 1986.
3. Student characteristics	3.3 Student individual characteristics	pupil's gender	A.A.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)		av,co,ar.	Moegiadi & Elley, 1979.
3. Student characteristics	3.3 Student individual characteristics	pupil's gender (female)	Access	-	P	India		High	-	Singhal, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
3. Student characteristics	3.3 Student individual characteristics	pupil's gender (female)	Access to ss. stream	+	H	Indonesia	12g.			Suprapto et al, 1981.
3. Student characteristics	3.3 Student individual characteristics	pupil's gender (male)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.34; B=32; p<.01)	mr.	Shresta et al, 1986.
3. Student characteristics	3.3 Student individual characteristics	pupil's gender (male)	Promotion	+	P&S	Thailand	5-8g.	-0-	pe,gk. 1980.	Kaewkungwal,
3. Student characteristics	3.3 Student individual characteristics	pupils gender (male)	Access to sc. stream	+	H	Indonesia	12g.			Suprapto et al, 1981.

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FINDINGS ON THE IMPACT OF EDUCATIONAL POLICIES ON SCHOOL OUTCOMES

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.1 Accessibility of school	school distance	A.A.	-	P	Chile				Nunez, 1985.
4. Physical resources	4.1 Accessibility of school	school distance	A.A.	0	P	Thailand	1-6g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.
4. Physical resources	4.1 Accessibility of school	school distance	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.19;B=.20;p<.05)	mr.	Shresta et al, 1986.
4. Physical resources	4.1 Accessibility of school	school distance	Drop out	+	P	Egypt		(Critical distance:1-1.5 km.)		Robinson et al, 1986.
4. Physical resources	4.1 Accessibility of school	school distance	Drop out	+	P	Nepal		-0-		CERID, 1984.
4. Physical resources	4.1 Accessibility of school	school distance	Promotion	+	P	Thailand	1-6g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.1 Accessibility of school	school distance	Promotion	0	P	Thailand	1-5g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.
4. Physical resources	4.2 Building utilization rate	school space	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	Low (B=.08;p<.01)	ar.	Shresta et al, 1986.
4. Physical resources	4.3 Condition of buildings	classroom lighting	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=-.09; R2=.1%)	co,mr.	Moegiadi & Elley, 1979.
4. Physical resources	4.3 Condition of buildings	inadequacy of physical facilities	A.A.	-	P	Indonesia	ru.			Jiyono and Suryadi, 1980.
4. Physical resources	4.3 Condition of buildings	inadequacy of physical facilities	A.A.	-	P	Indonesia				Moegiadi et al, 1976.
4. Physical resources	4.3 Condition of buildings	inadequacy of physical facilities	A.A.:ma.	-	P	Indonesia	ru.			Mangindaan et al, 1978.
4. Physical resources	4.3 Condition of buildings	physical facilities	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	Low (B=.001)	ar.	Shresta et al, 1986.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.3 Condition of buildings	physical facilities (shortage)	A.A.	-	P	Papua New Guinea	ru.			Cayago, 1979; Apelis, 1984.
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.	+	P	Brazil		Low		Armitage et al, 1985.
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.	+	P	Thailand	3-4g.	Indirect effect.		Educational Research & Planning Centre, 1983.
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.	+	P	Uganda	fac. quality & elect. light	-0-	Jamison, 1980.	Heyneman &
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.	+	P	Uganda	7g.ur.	High	ar.	Heyneman & Jamison, 1980.
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.	+	P	Uganda		-0-		Heyneman, 1977.
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.:la.	+	P	Peru		-0-		Arriagada, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.3 Conditions of buildings	physical facilities	A.A.:la.	+	P	Sri Lanka		-0-		Sirimanne, 1983.
4. Physical resources	4.4 General facilities	boarding schools	A.A.	+	S	Kenya		-0-	1973.	Thias & Carnoy,
4. Physical resources	4.4 General facilities	boarding schools	A.A.	0	S	Malaysia		-0-		Beebout, 1972.
4. Physical resources	4.4 General facilities	boarding schools	A.A.:la. &ma.	+	S	Congo		-0-		Youdi, 1971.
4. Physical resources	4.4 General facilities	boarding schools	Equity	-	P	Kenya		Extra-costs for nomadic children		Mkinyangi, 1982.
4. Physical resources	4.4 General facilities	boarding schools	Promotio n	+	S	Tunisia		-0-	1974.	Carnoy & Thias,
4. Physical resources	4.4 General facilities	school facilities	A.A.	+	H	Indonesia	12g.			Suprapto et al. 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	academic facilities	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
4. Physical resources	4.5 Academic facilities	instructional media	A.A.:la. &ma.	+	P	Philippines		-0-	1983.	Heyneman et al,
4. Physical resources	4.5 Academic facilities	instructional media	A.A.ma.	+	P	Nicaragua		-0-	ar. 1978.	Jamison et al,
4. Physical resources	4.5 Academic facilities	instructional media	Promotion	+	P	Nicaragua		-0-	ar. 1978.	Jamison et al,
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	+	P	Brazil		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	+	P	India		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	+	P	Iran		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	+	P	Thailand		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Argentina		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Bolivia		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Chile		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Colombia		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Mexico		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Paraguay		-0-		Heyneman & Loxley, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	laboratories	A.A.:sc.	0	P	Peru		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	laboratory	A.A.	+	H	Indonesia	sc. stream			Suprapto et al, 1981.
4. Physical resources	4.5 Academic facilities	laboratory	A.A.	+	H.	Papua New Guinea	(four co-educational schools)	(effect combines laboratories and duplicating equipment)	qu.	Vulliamy, 1987.
4. Physical resources	4.5 Academic facilities	library	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low	co.	Moegiadi & Elley, 1979.
4. Physical resources	4.5 Academic facilities	library	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	Low (B=.02)	mr.	Shresta et al. 1986.
4. Physical resources	4.5 Academic facilities	library activity	A.A.	+	P	Malaysia	volumes in library	-0-		Haron, 1977.
4. Physical resources	4.5 Academic facilities	library activity	A.A.	+	S	Malaysia		-0-		Beebout, 1972.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	library activity	A.A.	0	P	Malaysia	in-class libraries	-0-		Haron, 1977.
4. Physical resources	4.5 Academic facilities	library activity	A.A.	0	S	Indonesia		-0-	Levingstone, 1981.	Seabiring &
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Argentina		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Bolivia		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Botswana		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Brazil		-0-	Loxley, 1983.	Heyneman &
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	El Salvador		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Mexico		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Paraguay		-0-		Heyneman & Loxley, 1983.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P	Peru		-0-		Arriagada, 1983.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P&S	Chile		-0-		Thorndike, 1973.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P&S	India		-0-		Thorndike, 1973.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P&S	Iran		-0-		Thorndike, 1973.
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	+	P&S	Thailand		-0-		Thorndike, 1973.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.5 Academic facilities	library activity	A.A.:sc.	0	P	Brazil		-0-	ar.	Costa, 1977.
4. Physical resources	4.5 Academic facilities	library activity	A.A.aa.	+	S	Botswana		-0-		Loxley, 1984.
4. Physical resources	4.6 School furnishing	school furnishing (desks,seats)	A.A.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=21.8;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
4. Physical resources	4.6 School furnishing	school furnishing (desks,seats)	A.A.:en.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=21.9;p<.001).	av,co.	Mwamwenda & Mwamwenda, 1987.
4. Physical resources	4.6 School furnishing	school furnishing (desks,seats)	A.A.:ma.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=15;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
4. Physical resources	4.6 School furnishing	school furnishing (desks,seats)	A.A.:sc.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=17.3;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
4. Physical resources	4.6 School furnishing	school furnishing (desks,seats)	A.A.:ss.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=21.8;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
4. Physical resources	4.6 School furnishing	well equiped school	School efficien cy	+	P	Thailand	1-6g.na.	High	co,fa,mr.	Chantavanich, 1982.
4. Physical resources	4.7 Instruction al resources	instructiona l aids (charts)	Access	-	P&S	Nepal	ru(4,655 schoolage children-4 0% students-n a.)	Low (B=.01)	mr.	Shrestha et al, 1986.
4. Physical resources	4.7 Instruction al resources	schools with instructiona l aids	A.A.	+	P	Indonesia	6g.na.	Low (but higher than average, r=-19; R2=1.2)	co,mr.	Moegiadi & Elley, 1979.
5. School management	5.1 Headmaster characteris tics	headmaster's experience	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.02; R2=.1)	co,mr.	Moegiadi & Elley, 1979.
5. School management	5.1 Headmaster characteris tics	headmaster's experience	School efficien cy	+	P	Thailand	1-6g.na.	High	va,fa,mr.	Chantavanich, 1982.
5. School management	5.1 Headmaster characteris tics	headmaster's training	A.A.:la.	+	P	Bolivia	urban schools	-0-	Pinellsiles, 1977.	Morales &
5. School management	5.1 Headmaster characteris tics	headmaster's training	A.A.:la.	+	P	Paraguay		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.1 Headmaster characteristics	headmaster's training	A.A.:la.	0	P	Bolivia		-0-	Pinellsiles, 1977.	Morales &
5. School management	5.1 Headmaster characteristics	headmaster's training	A.A.:la.	0	S	Bolivia	all schools	-0-	Pinellsiles, 1977.	Morales &
5. School management	5.1 Headmaster characteristics	headmaster's training	A.A.:sc.	+	P	Egypt		-0-	Loxley, 1983.	Heyneman &
5. School management	5.1 Headmaster characteristics	headmaster's training	A.A.aa.	+	S	Indonesia		-0-	Levingstone, 1981.	Semoiring &
5. School management	5.1 Headmaster characteristics	headmaster's training	A.A.aa.	0	P	Botswana	headmaster's experience	-0-		Loxley, 1984.
5. School management	5.1 Headmaster characteristics	loss of key head teachers	A.A.	-	P	Kenya		-0-		Somerset, 1984.
5. School management	5.2 Supervision	school monitoring	A.A.:la.	0	P	Botswana		-0-		Loxley, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.2 Supervision	school monitoring	A.A.ma.	+	P	Botswana		-0-		Loxley, 1984.
5. School management	5.3 Organization of school	class size	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	High (larger than 40 pupils, r=.21; R2.3)	fr,co,mr.	Moegiadi & Elley, 1979.
5. School management	5.3 Organization of school	class size	A.A.	+	S	Malaysia		-0-	mr.	Beebout, 1972.
5. School management	5.3 Organization of school	class size	A.A.	0	P	Kenya		-0-	mr. 1973.	Thias & Carnoy,
5. School management	5.3 Organization of school	class size	A.A.	0	P	Malaysia		-0-	mr.	Haron, 1977.
5. School management	5.3 Organization of school	class size	A.A.:la.	+	P	Thailand	1-7g.ru.na	-0-	co,va.	Kajornsilp, 1984.
5. School management	5.3 Organization of school	class size	A.A.:la.	+	P	Thailand	4g.na.	High (r=.31)	va,mr,co.	Ketsingna, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	class size	A.A.:la.	+	P	Thailand	1-6g.na.	-0-	co,ft,ar.	Shinatungkool, 1984.
5. School management	5.3 Organization of school	class size	A.A.:la.	+	P&S	Puerto Rico		-0-	ar.	Carnoy, 1971.
5. School management	5.3 Organization of school	class size	A.A.:la.	+	P&S	Tanzania		-0-		Psacharopoulos & Loxley, 1986.
5. School management	5.3 Organization of school	class size	A.A.:la.	-	P	Thailand		-0-	ar.	Loxley, 1984.
5. School management	5.3 Organization of school	class size	A.A.:la.	-	S	Chile	poorer schools	-0-		Schiefelbein & Farrell, 1973.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	P	Argentina		-0-	ar.	Echart et al, 1976.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	P	Bolivia	urban schools	-0-		Morales & Pinellsiles, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	class size	A.A.:la.	0	P	Chile		-0-	ar.	Comber & Keeves, 1973.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	P	Egypt		-0-	ar.	Hartley & Swanson, 1984.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	P	India		-0-	ar.	Loxley, 1984.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	S	Chile		-0-		Schiefelbein & Farrell, 1973.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	S	Indonesia		-0-	ar.	Sembiring & Levingstone, 1981.
5. School management	5.3 Organization of school	class size	A.A.:la.	0	S	Iran		-0-	ar.	Thorndike, 1973.
5. School management	5.3 Organization of school	class size	A.A.:ma.	+	P	Thailand	1-7g.na.ru	-0-	co,va.	Kajornsilp, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	class size	A.A.:ma.	+	P	Thailand	4g.na.	High (r=.28)	va,ar,co.	Ketsingha, 1984
5. School management	5.3 Organization of school	class size	A.A.:ma.	+	P	Thailand	1-6g.na.	-0-	co,ft,ar. 1984.	Shinatungkool,
5. School management	5.3 Organization of school	class size	A.A.:sc.	+	P	Colombia	urban schools	-0-	ar.	Arriagada, 19
5. School management	5.3 Organization of school	class size	A.A.:sc.	-	P	Bolivia	urban schools	-0-	Pinellsiles, 1977.	Morales &
5. School management	5.3 Organization of school	class size	A.A.:sc.	-	P	Botswana		-0-	Loxley, 1983.	Heyneman &
5. School management	5.3 Organization of school	class size	A.A.:sc.	-	P	Botswana		-0-	ar.	Loxley, 1984.
5. School management	5.3 Organization of school	class size	A.A.:ma.	+	S	Iran		-0-	ar.	Ryan, 1973.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	class size	Promotion	+	P	Thailand	7g.ur.ru.	High	ar,qu,da.	Chantavanich, 1978.
5. School management	5.3 Organization of school	class size	Promotion	+	P	Thailand	1-7g.ru.na.	-0-	co,va.	Kajornsilp, 1984.
5. School management	5.3 Organization of school	class size	Promotion	+	P	Thailand	5g.	Low	ar.	Tongprajiad & Lungmoya, 1984.
5. School management	5.3 Organization of school	class size	Promotion	+	P	Thailand	1g.	High	ar.	Tongprajiad, Lungmoya, & Wichaicome, 1984.
5. School management	5.3 Organization of school	class size	School efficiency	+	P	Thailand	1-6g.na.	High	va,fa,ar.	Chantavanich, 1982.
5. School management	5.3 Organization of school	class size	Vocational exam	0	P&S	Tanzania		-0-	ar. Levingstone, 1981.	Sembiring &
5. School management	5.3 Organization of school	limited number of grades in school	Access	-	P	Costa Rica				Schiefelbein, 1981.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	limited number of grades in school	Access	-	P	Paraguay				Direccion de Planeamiento de Paraguay, 1978.
5. School management	5.3 Organization of school	morning shift	A.A.	+	H	Indonesia	12g.			Suprapto et al, 1981.
5. School management	5.3 Organization of school	morning shift	A.A.	+	S	Indonesia	9g. (morning shift schools have better resources)			Mangindaan et al, 1978.
5. School management	5.3 Organization of school	morning shift	A.A.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(only 3% pupils from the sample attended afternoon shifts)	co.	Moegiadi & Eliey, 1979.
5. School management	5.3 Organization of school	multigrade classrooms	Equity	-	P	Chile		(lower scores for indian population)		Bustamante et a 1985.
5. School management	5.3 Organization of school	nongraded classrooms	A.A.	0	P	Brazil		-0-	1985.	Armitage et al,
5. School management	5.3 Organization of school	number of shifts	A.A.	+	S	Malaysia		-0-		Beebout, 1972.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	number of shifts	A.A.:la.	0	P	Egypt		-0-		Hartley & Swanson, 1984.
5. School management	5.3 Organization of school	number of shifts	A.A.:la. &ma.	0	P&S	Chile		-0-		Schiefelbein & Farrell, 1973.
5. School management	5.3 Organization of school	school environment	A.A.:ma.	+	H	Indonesia	12g. (sc. and ss. streams)			Djaali, 1984.
5. School management	5.3 Organization of school	school factors (aggregated)	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(R2=15)	R2,mr.	Moegiadi & Elley, 1979.
5. School management	5.3 Organization of school	school factors (aggregated)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	(general R2=.06;p<,01;primary=R2=.06; secondary=R2=.10)	mr.	Shresta et al, 1986.
5. School management	5.3 Organization of school	school size	A.A.	+	H	Indonesia	12g.			Suprapto et al, 1981.
5. School management	5.3 Organization of school	school size	A.A.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=2.3;p<.05)	av,co.	Mwamwenda & Mwamwenda, 1987.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	school size	A.A.	+	P	Indonesia	6g.na.	High (higher than 400 pupils, r=.21; R2=2.3)	fr,co,mr.	Moegiadi & Elley 1979.
5. School management	5.3 Organization of school	school size	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
5. School management	5.3 Organization of school	school size	A.A.	+	S	Kenya		-0-	1973.	Thias & Carnoy,
5. School management	5.3 Organization of school	school size	A.A.	+	S	Papua New Guinea	10g.			Tupen, 1981.
5. School management	5.3 Organization of school	school size	A.A.	-	P	Kenya		-0-	1973.	Thias & Carnoy,
5. School management	5.3 Organization of school	school size	A.A.	-	S	Malaysia		-0-		Beebout, 1972.
5. School management	5.3 Organization of school	school size	A.A.	0	P	Malaysia		-0-		Haron, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organizatio n of school	school size	A.A.:en.	0	P	Botswana	7g.(rando sample of 2,559 pupils from 51 schools)		av,co.	Mwamwenda & Mwamwenda, 1987.
5. School management	5.3 Organizatio n of school	school size	A.A.:la.	+	P	Chile		-0-	1973.	Comber & Keeves,
5. School management	5.3 Organizatio n of school	school size	A.A.:la.	+	P	Iran		-0-	1973.	Comber & Keeves,
5. School management	5.3 Organizatio n of school	school size	A.A.:la.	+	P	Thailand		-0-	1973.	Comber & Keeves,
5. School management	5.3 Organizatio n of school	school size	A.A.:la.	0	P	Sri Lanka		-0-		Sirimanne, 1983.
5. School management	5.3 Organizatio n of school	school size	A.A.:la.	0	S	Bolivia		-0-	Pinellsiles, 1977.	Morales &
5. School management	5.3 Organizatio n of school	school size	A.A.:la. &ma.	-	P	Congo		-0-	mr.	Youdi, 1971.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	school size	A.A.:ma.			Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=8;p<.001)	av, co.	Mwamwenda & Mwamwenda, 1987.
5. School management	5.3 Organization of school	school size	A.A.:sc.			Botswana	7g.(random sample of 2,559 pupils from 51 schools)		av,co.	Mwamwenda & Mwamwenda, 1987.
5. School management	5.3 Organization of school	school size	A.A.:ss.			Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=8;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
5. School management	5.3 Organization of school	school size (small)	A.A.:la.			Indonesia	1-3g. (multigrade-tutorial system)			Balitbang Dikbud, UNS, UNICEF, 1985.
5. School management	5.3 Organization of school	school size (small)	A.A.:ma.			Indonesia	1-3g. (multigrade-tutorial system)			Balitbang Dikbud, UNS, UNICEF, 1985.
5. School management	5.3 Organization of school	school size (small)	A.A.:sc.			Indonesia	1-3g. (multi-grade tutorial system)			Balitbang Dikbud, UNS, UNICEF, 1985.
5. School management	5.3 Organization of school	school size (small)	A.A.:ss.			Indonesia	1-3g. (multigrade-tutorial system)			Balitbang Dikbud, UNS, UNICEF, 1985.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.3 Organization of school	teacher-classroom ratio (low)	A.A.	+	P	Thailand	1-6g.	High	ft,co,mr.	Parkpoom & Ruangsa-Ard, 1984.
5. School management	5.3 Organization of school	teacher-classroom ratio (low)	A.A.:la.	+	P	Thailand	1-7g.na.	-0-	co,va.	Kajornsilp, 1984.
5. School management	5.3 Organization of school	teacher-classroom ratio (low)	A.A.:ma.	+	P	Thailand	1-7g.na.	-0-	co,va.	Kajornsilp, 1984.
5. School management	5.3 Organization of school	teacher-classroom ratio (low)	Promotion	+	P	Thailand	1-7g.na.	-0-	co,va.	Kajornsilp, 1984.
5. School management	5.4 Entrance requirements	abolition of fees	Equity	-	P	Kenya		(Poorer schools have fell behind richer schools)		Court,.1975; Nkinyangi, 1982.
5. School management	5.4 Entrance requirements	gender quota policies	Equity	-	P	Malaysia		-0-		Wang, 1983.
5. School management	5.5 Leadership style	headmaster leadership style (strict)	A.A.	+	H	Papua New Guinea		(effect identified in one school, out of four)	qu.	Vulliamy, 1987.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.5 Leadership style	teacher's relations with headmaster	A.A.	0	P	Chile	4g.ur.	-0-	pe,ar. 1984.	Himmel et al,
5. School management	5.6 Teacher turnover	shortage of staff	A.A.	-	P	Papua New Guinea	ru.			Cayago, 1979; Apelis, 1984.
5. School management	5.6 Teacher turnover	teacher turnover	A.A.	+	P	Indonesia				Muchtar et al, 1978.
5. School management	5.6 Teacher turnover	teacher turnover	Attendance	0	P	Indonesia				Muchtar et al, 1978.
5. School management	5.6 Teacher turnover	teacher turnover	Drop out	0	P	Indonesia				Muchtar et al, 1978.
5. School management	5.6 Teacher turnover	teacher turnover	Promotion	+	P	Indonesia				Muchtar et al, 1978.
5. School management	5.6 Teacher turnover	teacher's turnover	A.A.:la.	-	P	Brazil	lg.ur.ru.	-0-	co,ar,x2.	Wolff, 1978.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
5. School management	5.7 Relations with community	school feeding programs	A.A.	+	P	Uganda		-0-		Heyneman & Jamison, 1980.
5. School management	5.7 Relations with community	school feeding programs	A.A.:la.	+	P&S	Guatemala		-0-	mr.	Balderston et al, 1981.
5. School management	5.7 Relations with community	school feeding programs	A.A.ma.	+	P	Chile		-0-		Schiefelbein & Farrell, 1973.
5. School management	5.7 Relations with community	school feeding programs	A.A.ma.	+	P	Egypt	occurence of illness	-0-		Hartley & Swanson, 1984.
5. School management	5.7 Relations with community	school feeding programs	A.A.ma.	+	P	Thailand		-0-		Fuller & Chantavanich, 1976.
6. Teacher characteristics	6.1 Recruitment policies	teacher from the community	A.A.	+	P	Mexico	5-6g.ru.	-0-	qu,pe.	Schaelkes et al, 1979.
6. Teacher characteristics	6.1 Recruitment policies	teacher from the community	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (8=.06; p<.01)	mr.	Shresta et al, 1986.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.2 Placement policies	training of community people as para-professional teachers	Drop Out	-	P	India	1-6g.ru.	High (attendance rose 80%)		Roy, 1980.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	+	P	Chile	4g.ur.	-0-	pe,ar. 1986.	Covarrubias,
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	+	P	Chile	4g.ur.	-0-	pe,co,ar. 1984.	Himmel et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.10; R2=.4)	fr,co,ar.	Moegiadi & Elley, 1979.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	-	P&S	Argentina	1,4,6,9g.	-0-	pe,co,ar. 1984.	De Moura et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	-	P&S	Bolivia	1,4,6,9g.	-0-	pe,co,ar. 1984.	De Moura et al,

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	-	P&S	Brazil	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	-	P&S	Peru	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.	0	P	Peru	6g.ur.ru.	-0-	pe,ar.	Arriagada, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.:la.	+	P	Thailand	4g.	High	co,ar.	Suwannakhetnikhom, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	A.A.:ma.	+	P	Thailand	4g.	High	co,ar.	Suwannakhetnikhom, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	female teachers	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.05;p<.01)	ar.	Shresta et al, 1986.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (between 30-34 and over 40 years old had higher effects)	co.	Moegiadi & Eiley, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	+	P	Mexico	5-6g.ru.	-0-	qu,pe. 1979.	Schaelkes et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	+	P&S	Argentina	1,4,6,9g.	-0-	pe,co,ar. 1984.	De Moura et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	+	P&S	Bolivia	1,4,6,9g.	-0-	pe,co,ar. 1984.	De Moura et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.	0	P	Chile	4gr.ur.	-0-	pe,ar. 1984.	Himmel et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.:la.	+	P	Thailand	4g.	High	co,ar.	Suwannakhetnikhom, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	A.A.:ma.	+	P	Thailand	4g.	High	co,ar.	Suwannakhetnikhom, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's age	Promotion	+	P	Thailand	1g.	High.	co.	Tongprajiad, Lungmoya, & Wichaicome, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.	+	P	Iran	rural schools	-0-		Ryan, 1973.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.	+	?	Uganda		-0-	Jamison, 1980.	Heyneman &
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.	+	S	Indonesia	9g.			Sukmadinata, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.	0	P	Chile	4g.ur.	-0-	pe,mr. 1986.	Covarrubias,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.	0	P	Chile	1g.	-0-	st,co.	Filp et al, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's cognitive proficiency	A.A.:ma.	+	H	Indonesia	12g. (sc. and ss. streams)			Djaali, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's ethnic group (dominant)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.14;p<.01)	ar.	Shresta et al, 1986.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	H	Indonesia	12g.			Suprapto et al, 1981.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.09; R2=.3, over 25 years had higher effect)	fr,co,ar.	Moegiadi & Elley 1979.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P&S	Argentina	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al. 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P&S	Bolivia	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P&S	Brazil	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al. 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	P&S	Peru	1,4,6,9g.	-0-	pe,co,mr. 1984.	De Moura et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	S	Kenya		-0-	1973.	Thias & Carnoy,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	+	S	Malaysia		-0-		Beebout, 1972.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	0	P	Chile	4g.ur.	-0-	pe,mr. 1984; Covarrubias, 1986.	Himmel et al,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	0	P	Malaysia		-0-		Haron, 1977.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	0	P	Uganda		-0-		Heyneman, 1976
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.	0	S	Indonesia		-0-	Levingstone, 1981.	Sembiring &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	+	P	Brazil		-0-		Costa, 1977.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	+	P	Chile		-0-		Magendzo & Hevia, 1978.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	+	P	Indonesia	lg.			Saberansyah, 1981.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	+	P	Puerto Rico		-0-		Carnoy, 1971.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	+	S	Colombia		-0-		Arriagada, 1981.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	0	P	Bolivia		-0-		Morales & Pinellsiles, 1977.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	0	P	Egypt		-0-		Hartley & Swanson, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	0	P	Paraguay		-0-		Rivarola & Corvalan, 1976.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	0	P&S	Argentina		-0-		Echart et al, 1976.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la.	0	S	Puerto Rico		-0-		Carnoy, 1971.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la. &ma.	-	S	Mexico		-0-		Klees, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la. &ma.	0	S	Chile		-0-		Schiefelbein & Farrell, 1973.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:la. &ma.	0	S	Congo		-0-		Youdi, 1971.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:ma.	+	P	Chile		-0-		Magendzo & Hevia, 1978.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:sc.	+	P	Chile	reading teachers	-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:sc.	+	P	Chile		-0-		Magendzo & Hevia, 1978.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:sc.	+	P	El Salvador		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:sc.	+	P	India	reading teachers	-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.:sc.	+	P	Iran		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.ma.	+	P&S	Botswana	years teaching	-0-		Loxley, 1984.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	A.A.ma.	0	P	Botswana	age	-0-		Loxley, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=-.10; p<.01)	mr.	Shresta et al, 1986.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's experience	Promotion	-	S	Tunisia		-0-	1974.	Carnoy & Thias,
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.	+	P	Venezuela	1,3,6g.	-0-	fr,pe.	Garcia, 1979.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.	0	P	Uganda		-0-		Heyneman, 1976
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	+	P	Argentina		-0-	Loxley, 1983.	Heyneman &
6. Teacher characteristics	6.3 Teacher individual characteristics	Teacher's social class	A.A.:sc.	+	P	Bolivia		-0-	Loxley, 1983.	Heyneman &
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	+	P	Brazil		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	+	P	Paraguay		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	+	P	Peru		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	0	P	Colombia		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.:sc.	0	P	Mexico		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.aa.	+	P	Chile		-0-		Farrel & Schiefelbein, 1974.
6. Teacher characteristics	6.3 Teacher individual characteristics	teacher's social class	A.A.aa.	+	P	Iran		-0-		Ryan, 1973.
6. Teacher characteristics	6.4 Teacher working conditions	high staff moral	A.A.	+	H	Papua New Guinea		(effect identified in rural schools)		Williams, 1987.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.4 Teacher working conditions	number of full-time teachers	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (but higher than average)	fr.	Moegiadi & Elley, 1979.
6. Teacher characteristics	6.4 Teacher working conditions	number of full-time teachers	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1976.
6. Teacher characteristics	6.4 Teacher working conditions	number of full-time teachers	A.A.	+	P	Peru	6g.ur.ru.	-0-	pe,ar.	Arriagada, 1983.
6. Teacher characteristics	6.4 Teacher working conditions	number of full-time teachers	A.A.:la.	+	P	Indonesia		-0-	Levingstone, 1981.	Sembiring &
6. Teacher characteristics	6.4 Teacher working conditions	number of full-time teachers	A.A.:sc.	0	S	Indonesia		-0-	Levingstone, 1981.	Sembiring &
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	+	P	Kenya		-0-	1973.	Thias & Carnoy,
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	+	P&S	Argentina	1,4,6,9g.	-0-	pe,co,ar. 1984.	De Moura et al,

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	+	P&S	Bolivia	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	+	P&S	Peru	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	-	P	Colombia		-0-		Psacharopoulos & Loxley, 1986.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.	0	P	Colombia		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:la.	+	P	Indonesia				Tirtaranardja, 1981.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:la.	+	S	Bolivia	urban schools	-0-		Morales & Pinellsiles, 1977.
6. Teacher characteristics	6.4 Teacher working conditions	teacher s salary	A.A.:la.	0	S	Bolivia	rural schools	-0-		Morales & Pinellsiles, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:la.	0	S	Tanzania		-0-		Psacharopoulos & Loxley, 1986.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:ma.	+	P	Indonesia				Tirtarahardja, 1981.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	+	P	Bolivia		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	+	P	Indonesia				Tirtarahardja, 1981.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	+	P	Peru		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	0	P	Argentina		-0-		Heyneman & Loxley, 1983.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	0	P	Brazil		-0-		Heyneman & Loxley, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	0	P	Mexico		-0-	Loxley, 1983.	Heyneman &
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:sc.	0	P	Paraguay		-0-	Loxley, 1983.	Heyneman &
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	A.A.:ss.	+	P	Indonesia				Tirtaranardja, 1981.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	Access to secondary	+	P&S	Thailand	7-8g.ur.ru.	Low	ar,qu,ca.	Chantavanich, 1978.
6. Teacher characteristics	6.4 Teacher working conditions	teacher's salary	Vocational exam	-	S	Tanzania	for 2 of 3 tracks	-0-	Loxley, 1986.	Psacharopoulos
6. Teacher characteristics	6.4 Teacher working conditions	teachers with additional teaching posts	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (11 pointsco. over national mean score)		Moegiadi & Elle 1979.
7. Teacher training	7.1 Teaching certification policies	teacher's certification	A.A.	+	P	Thailand	1-6g.	Low	ft,co,mr.	Parkpoom & Ruangsa-Aro, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.1 Teaching certification policies	teacher's certification	A.A.:la.	0	P	Sri Lanka		-0-		Sirimanne, 1983.
7. Teacher training	7.1 Teaching certification policies	teacher's certification	A.A.:ma.	+	S	Thailand	10g.	High	ar.	Chantavanich & Artidtieng, 1978.
7. Teacher training	7.1 Teaching certification policies	teacher's certification	Access	+	P&S	Nepal	ru.	High (B=.09;p<,01)	ar.	Shresta et al, 1986.
7. Teacher training	7.1 Teaching certification policies	teacher's certification	Access to secondary	+	P&S	Thailand	7-8g.ur.ru.	Low	ar,qu,da.	Chantavanich, 1978.
7. Teacher training	7.1 Teaching certification policies	teacher's certification	Promotion	+	P	Thailand	7g.ur.ru.	High	ar,qu,da.	Chantavanich, 1978.
7. Teacher training	7.1 Teaching certification policies	university training compared to normal schools	A.A.	+	P	Thailand	4g.na.	-0-	av,sd,st.	Pawanja, 1984.
7. Teacher training	7.1 Teaching certification policies	university training compared to normal schools	A.A.	+	P&S	Bolivia	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.1 Teaching certification policies	university training compared to normal schools	A.A.	-	P&S	Argentina	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
7. Teacher training	7.1 Teaching certification policies	university training compared to normal schools	A.A.	-	P&S	Peru	1,4,6,9g.	-0-	pe,co,ar.	De Moura et al, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	+	P	Chile		-0-		Clavel & Schiefelbein, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.06; R2=.1)	fr,co,ar.	Moegiadi & Elley 1979.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	+	P	Indonesia	6g.			Moegiadi & Warwick, 1975.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	+	S	Malaysia		-0-		Beebout, 1972.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	P	Chile	4g.ur.	-0-	ar,pe.	Covarrubias, 1986.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	P	Peru	6g.ur.ru.	-0-	pe,ar.	Arriagada, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	P	Peru		-0-		Barriga & Vidalon, 1975.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	P	Sierra Leone		-0-	co.	Windham, 1970.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	P&S	Uganda		-0-	ar.	Silvey, 1972.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	S	Kenya		-0-		Thias & Carnov, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	S	Tanzania	for 3 of 4 tracks	-0-		Psacharopoulos & Loxley, 1986.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.	0	S	Uganda		-0-	ar.	Somerset, 1968.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.:la.	+	P	Puerto Rico		-0-		Carnoy, 1971.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.:la. &ma.	+	S	Congo		-0-		Youdi, 1971.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.:la. &ma.	0	P	Iran		-0-		Ryan, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	A.A.:la. &ma.	0	S	Chile		-0-		Schiefelbein & Farrell, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Access	+	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=.08; p<.01)	mr.	Shresta et al. 1986.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Promotion	+	P	Brazil		-0-		Behrman & Bidsall, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Promotion	0	P	Brazil	lg.ur.ru.	-0-	co,ar,x2.	Wolff, 1973.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Promotion	0	P	Brazil		-0-		Wolff, 1979.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Promotion	0	P	Chile	lg.ur.ru.	-0-		Villarroel & Schiefelbein, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (pre-service)	Salary	+	P&S	Brazil		-0-	pf.	Behrman & Bidsall, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:la.	0	P	Botswana		-0-	co.	Husen, 1977.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:la. &ma.	0	P	Mexico		-0-	co.	Izquierdo & Guzman, 1971.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:la. &ma.	0	P	Thailand		-0-	ar.	Fuller & Chantavanich, 1976.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	+	P	Bolivia		-0-		Heyneman & Loxley, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	+	P	Brazil		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	+	P	India		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	+	P	Uganda		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	+	S	Chile		-0-	ar.	Husen, 1977.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	P	Argentina		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	P	Colombia		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	P	Mexico		-0-		Heyneman & Loxley, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	P	Paraguay		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	P	Peru		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.:sc.	0	S	Brazil		-0-		Morales & Pinellsiles, 1977.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	A.A.ma.	+	P	Botswana		-0-		Loxley, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (primary teachers)	Drop out	0	P	42 LDC's		-0-	mr.	Levy, 1971.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	+	S	Ghana		-0-	mr. 1974.	Bibby & Peil,
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	+	S	Malaysia	rural schools	-0-		Haron, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	0	S	Malaysia	urban schools	-0-		Haron, 1977.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	0	S	Sierra Leone		-0-	co.	Windham, 1970.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	0	S	Uganda		-0-	ar.	Heyneman, 1976
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	0	S	Uganda		-0-	co.	Silvey, 1972.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.	0	S	Uganda		-0-	co.	Somerset, 1968.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	P	Chile	reading teachers	-0-		Comber & Keeves, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	P	Egypt		-0-		Hartley & Swanson, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	P	Iran	science teachers	-0-	1973.	Comber & Keeves,
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	P	Paraguay		-0-	mr. Corvalan, 1976.	Rivarola &
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	P	Thailand	science teachers	-0-	1973.	Comber & Keeves,
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	+	S	Indonesia		-0-	Levingstone, 1981.	Sembiring &
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la.	-	S	Malaysia		-0-	cg.	Ellson, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:la. &ma.	+	S	Thailand		-0-	Chantavanich, 1976.	Fuller &
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	Bolivia		-0-	Loxley, 1983.	Heyneman &

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	Botswana		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	India	reading teachers	-0-		Comber & Keeves, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	Mexico		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	Paraguay		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	P	Peru		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	S	Argentina		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	S	Colombia		-0-	mr.	Arriagada, 1981

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	+	S	Mexico		-0-	mr.	Klees, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	0	S	Brazil		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	0	S	Colombia		-0-		Heyneman & Loxley, 1983.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.:sc.	0	S	Indonesia		-0-		Sembiring & Levingstone, 1981.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.ma.	+	P	Egypt		-0-		Comber & Keeves, 1973.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.ma.	+	S	Argentina		-0-	mr.	Echart et al, 1976.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.ma.	+	S	Brazil		-0-	mr.	Costa, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.aa.	0	P	Argentina		-0-	mr.	Echart et al, 1976.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.aa.	0	P	Egypt		-0-		Hartley & Swanson, 1984.
7. Teacher training	7.2 Pre-service training	teacher training (secondary teachers)	A.A.aa.	0	S	Paraguay		-0-	mr.	Rivarola & Corvalan, 1976.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	+	H	Indonesia	12g.			Suprapto et al, 1981.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	+	P	Indonesia		-0-		Semoiring & Levingstone, 1981.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	+	P	Indonesia	ru.			Soekadji, 1983.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	+	P	Mexico	5-6g.ru.	-0-	qu,pe.	Schaeikes et al, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY.	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	+	S	Indonesia	9g.			Mangindaan et al, 1978.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)		co.	Moegiadi & Elley, 1979.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	0	P	Peru	6g.ur.ru.	-0-	pe,mr.	Arriagada, 1983.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.	0	S	Chile		-0-	co,mr.	Prieto,1983.
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.:la.	+	P	Egypt		-0-	Swanson, 1984.	Hartley &
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.:la.	+	P	Indonesia		-0-	mr. 1976.	Nasoetion et al,
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.aa.	+	P	Botswana		-0-		Husen, 1977.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
7. Teacher training	7.3 In-service training	teacher training (in-service)	A.A.aa.	0	P	Botswana		-0-		Loxley, 1984.
7. Teacher training	7.3 In-service training	teacher training (in-service)	Equity	-	P	Indonesia	ru.	stronger effects among boys than girls)		Soekadji, 1983.
7. Teacher training	7.3 In-service training	teacher training (in-service)	Salary	+	S	South Korea		-0-	cg.	Lee, 1985.
8. Allocated time	8.4 Allocated time per subject	length of instruction	A.A.:la.	+	P	Colombia		-0-		Arriagada, 1981.
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.	+	S	Brazil	rural schools	-0-		Wolff, 1971.
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.	0	P	Brazil	urban schools	-0-		Wolff, 1971.
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:la.	+	P	Peru		-0-		Arriagada, 1983.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:la. &ma.	+	S	Tanzania	class-time spent science&so .sc	-0-	Loxley, 1986.	Psacharopoulos &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:la. &ma.	+	S	Tanzania	nu.curse periods in voc. area	-0-	Loxley, 1986.	Psacharopoulos &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:la. &ma.	0	S	Tanzania	class-time spent on language	-0-	Loxley, 1986.	Psacharopoulos &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:sc.	+	P	Chile	hours reading science text	-0-	Loxley, 1983.	Heyneman &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:sc.	+	P	Chile		-0-	ar. Clavel, 1977.	Schiefelbein &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:sc.	+	P	India		-0-	Loxley, 1983.	Heyneman &
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:sc.	+	P	Iran		-0-	Loxley, 1983.	Heyneman &

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
8. Allocated time	8.4 Allocated time per subject	length of program	A.A.:sc.	+	P	Thailand		-0-	Loxley, 1983.	Heyneman &
8. Allocated time	8.4 Allocated time per subject	length of program	Vocational exam	+	S	Colombia	hours spent on vocat. instr.	-0-	Loxley, 1986.	Psacharopoul
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	P	Malaysia	rural schools	-0-		Haron, 1977.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	P	Thailand	3-4g.	Direct effect.		Educational Research & Planning Cent 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	P	Thailand	1-4g.	High	va,ar.	Lorsomrudee. 1984.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	P	Thailand	1-6g.na.	High	ft,co,ar.	Parkpoom & Ruangsa-Ard, 1981.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	P	Uganda		-0-	ar. Jamison, 1980.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	+	S	Brazil	student owns text	-0-	mr.	Wolff, 1971.
9. Learning technologies	9.1 Availability of instructional software	instructional material.	A.	+	S	Uganda		-0-	mr.	Heyneman & Jamison, 1980.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	0	P	Malaysia	urban schools	-0-		Haron, 1977.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	0	P	Thailand		-0-		Fuller & Chantavanich, 1976.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.	0	S	Indonesia		-0-		Seabiring & Levingstone, 1981.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la.	+	P	Peru		-0-	mr.	Arriagada, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la.	+	P	Thailand	4g.	High (r=.59)	sd,mr,co.	Ketsingna, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la.	+	S	Ghana		-0-	cg.	Smart, 1978.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la.	+	S	India	science texts	-0-	1973.	Comber & Keeves,
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la.	0	S	Malaysia		-0-		Beebout, 1972.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:la. &ma.	+	S	Chile		-0-	Farrell, 1973.	Schiefelbein &
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:ma.	+	P	Thailand	4g.	Low (r=.27).	sd,ar,co.	Ketsingha, 1984.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	P	Egypt		-0-	Loxley, 1983.	Heyneman &
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	P	El Salvador		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	Bolivia		-0-		Heyneman & Loxley, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	Egypt		-0-		Heyneman & Loxley, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	El Salvador		-0-		Heyneman & Loxley, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	Mexico		-0-		Heyneman & Loxley, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	Paraguay		-0-		Heyneman & Loxley, 1983.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	+	S	Philippines		-0-	cg. 1983.	Heyneman et al,
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	0	S	Brazil		-0-		Heyneman & Loxley, 1983.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.:sc.	0	S	Peru		-0-	Loxley, 1983.	Heyneman &
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.ma.	+	S	Nicaragua		-0-	cg. 1981.	Jamison et al,
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.ma.	0	S	Argentina	student owns text	-0-	ar.	Wolff, 1971.
9. Learning technologies	9.1 Availability of instructional software	instructional materials	A.A.ma.	0	S	Colombia	student owns text	-0-	ar.	Wolff, 1971.
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.	+	P	Brazil	1g.ur.ru.	-0-	co,ar,x2.	Wolff, 1978.
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.	+	P	Philippines		High (learning improved from .18 to .51 st.dev.)		Heyneman, Jamiso & Montenegro, 1984.
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.	0	P	Mexico	5-6g.ru.	-0-	qu,pe. 1979.	Schweikes et al,

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.	0	P	Zimbabwe		-0-	communication	Cowden-personal
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.:ma.	+	P	Nicaragua		-0-	1981.	Jamison et al,
9. Learning technologies	9.1 Availability of instructional software	textbook availability	A.A.:ma.	0	P	Dominican Rep.		-0-		Luna et al, 1986.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=7.5;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:en.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=6.3; p<.001)	av.co.	Mwamwenda & Mwamwenda. 1987.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:la.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (1.20 points higher than average)	co.	Moegiadi & Elley, 1979.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:ma.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=8.9;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:aa.	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (1.39 points lower than average)	co.	Moegiadi & Elley, 1979.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:sc.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=6.2; p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:sc.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (1.62 points higher than average)	co.	Moegiadi & Elley 1979.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:ss.	+	P	Botswana	7g.(random sample of 2,559 pupils from 51 schools)	High (t=6;p<.001)	av,co.	Mwamwenda & Mwamwenda, 1987.
9. Learning technologies	9.1 Availability of instructional software	textbooks (availability)	A.A.:ss.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (1.22 points higher than average)	co.	Moegiadi & Elley, 1979.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.1 Evaluation practices	achievement information	A.A.	+	P&S	Kenya	in affluent schools	-0-	cg.	Somerset, 1983.
10. Curriculum	10.1 Evaluation practices	achievement information	A.A.	0	P&S	Kenya	in poorer schools	-0-	cg.	Somerset, 1983.
10. Curriculum	10.1 Evaluation practices	automatic promotion	Attendance	0	P	Indonesia				Muchtar et al, 1978.
10. Curriculum	10.1 Evaluation practices	automatic promotion	Drop out	0	P	Indonesia				Muchtar et al, 1978.
10. Curriculum	10.1 Evaluation practices	automatic promotion	Literacy	-	P	Jamaica		53% of elementary school graduates are illiterate		McKinley, 1981.
10. Curriculum	10.1 Evaluation practices	automatic promotion	Promotion	-	P&S	Argentina	4g. & S			Braslavsky, 1981.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.1 Evaluation practices	entrance tests in local language (vs.national language)	A.A.	-	S	Nigeria	(sample of 178 pupils from two schools)	High (entry test in Yoruba but teaching is in English)	co.	Obemeata, 1980.
10. Curriculum	10.1 Evaluation practices	entrance tests in local language (vs.national language)	A.A.:en.	-	S	Nigeria	(sample of 178 pupils from two schools)	High (entry test in Yoruba but teaching is in English)	co.	Obemeata, 1980.
10. Curriculum	10.1 Evaluation practices	entrance tests in local language (vs.national language)	A.A.:la.	0	S	Nigeria	(sample of 178 pupils from two schools)	(entry test in Yoruba but teaching is in English)	co.	Obemeata, 1980.
10. Curriculum	10.1 Evaluation practices	entrance tests in local language (vs.national language)	A.A.:ma.	-	S	Nigeria	(sample of 178 pupils from two schools)	High (entry test in Yoruba but teaching is in English)	co.	Obemeata, 1980.
10. Curriculum	10.1 Evaluation practices	test frequency	A.A.:sc.	+	P	Colombia	urban schools	-0-		Arriagada, 1981.
10. Curriculum	10.1 Evaluation practices	tests (frequency)	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (but higher than average, r=-.02)	co,ar.	Moegiadi & Elley, 1979.
10. Curriculum	10.2 Language of instruction	initial teaching in a second language	A.A.	+	P	Philippines	1-6g.	High		Dutcher, 1982.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.2 Language of instruction	initial teaching in a second language	A.A.	-	P	Paraguay	1-6g.	-0-		Corvalan, 1985.
10. Curriculum	10.2 Language of instruction	initial teaching in mother's language	A.A.	+	P	Guatemala	1-3g.bilingual schools	-0-	Kelly, 1984; Cifuentes, 1985.	Troike, 1983;
10. Curriculum	10.2 Language of instruction	initial teaching in mother's language	A.A.	+	P	Mexico	1-6g.ru.	High		Dutcher, 1982.
10. Curriculum	10.2 Language of instruction	initial teaching in mother's language	A.A.	+	P	Nigeria	1-6g.	Low		Dutcher, 1982.
10. Curriculum	10.2 Language of instruction	initial teaching in mother's language	Drop out	+	P	Guatemala	1-3g.bilingual schools	-0-	Kelly, 1984; Cifuentes, 1985.	Troike, 1983;
10. Curriculum	10.2 Language of instruction	intensive use of national language	A.A	+	H	Indonesia	12g.			Suprapto et al, 1981.
10. Curriculum	10.2 Language of instruction	Intensive use of national language	A.A.	0	P	Indonesia				Muchtar et al, 1978.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.3 Operationalization of curriculum	inadequate curriculum design	A.A.:la.	-	P	Chile	4g.ur.ru.	-0-	st,co. 1978.	Burgos & Perez,
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.	+	P	Indonesia		-0-		Mudjiman, 1981.
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.	+	P	Liberia		-0-		Nichols, 1982.
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.	+	P	Philippines		-0-	Boothroyd, 1986.	Chapmand &
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.	+	P	Thailand		-0-		Potar, 1984.
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.	0	P	Indonesia	3-6g. (sd pamong schools)			Soenarwan, 1982.
10. Curriculum	10.3 Operationalization of curriculum	modules	A.A.:la.	+	H	Thailand	12g.	High (.01 level).	co,va.	Yimsakul, 1984.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.3 Operational ization of curriculum	modules	A.A.:la.	+	P	Thailand	6g.	High (.05 level).	cg,st.	Kosum, 1978.
10. Curriculum	10.3 Operational ization of curriculum	modules	A.A.:la.	0	S	Thailand	8g.	-0-	cg,st. 1979.	Phrompraphan,
10. Curriculum	10.3 Operational ization of curriculum	modules	A.A.:ma.	0	P	Thailand	4g.	-0-	cg,st.	Pruttikul, 1984.
10. Curriculum	10.3 Operational ization of curriculum	teacher's guides	A.A.:la.	+	P	Indonesia	1g.			Saberansyah, 1981.
10. Curriculum	10.3 Operational ization of curriculum	teacher's guides	A.A.:ma. ru.	+	P	Peru	4-6g.ur.ru .	-0-	cg,st. 1978.	Arellano et al,
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	A.A.	0	S	Colombia	for 3 of 4 vocational tracks	-0-	mr. Loxley, 1986.	Psacharopoulos &
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	A.A.:la. &ma.	+	S	Tanzania	for 3 of 3 vocational tracks	-0-	mr. Loxley, 1986.	Psacharopoulos &

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Natio. income	0 -	S	cross-national	over 1950-1970	-0-	er.	Benavot,
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	+	S	Chile		-0-	Farrell, 1984.	Schiefelb
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	+	S	Colombia	compared to academic track	-0-	co. 1973.	Psacharop
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	-	S	Indonesia		-0-		Clark, 198
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	-	S	Philippines	compared to academic track	-0-	co. 1973.	Psacharopo
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	-	S	Thailand	compared to academic track	-0-	co. 1973.	Psacharopou
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	Salary	-	S	Turkey	compared to academic track	-0-	co. 1973.	Psacharopou

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FINDINGS ON THE IMPACT OF INSTRUCTIONAL INTERACTION ON SCHOOL OUTCOMES

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	salary	0	S	Colombia		-0-	cg. Zabalza, 1984.	Psacharopoulos &
10. Curriculum	10.4 Practical orientation	academic curriculum (different from vocational)	vocation al exam	-	S	Colombia	for 4 of 4 vocational tracks	-0-	mr. Loxley, 1986.	Psacharopoulos &
10. Curriculum	10.4 Practical orientation	relevant curriculum for rural areas	Drop out	-	P	India	1-6g.ru.	High (attendance rose 80%)		Roy, 1980.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.1 Teacher absenteeism	teacher's absenteeism	A.A.:la. &ma.	0	P	Mexico		-0-		Izquierdo & Guzman, 1971.
11. Teacher behaviors	11.1 Teacher absenteeism	teacher's absenteeism	A.A.:la. &ma.	0	P	Thailand		-0-		Fuller & Chantavanich, 1976.
11. Teacher behaviors	11.2 Instructional strategies	active teaching	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (but higher than average, r=-.07; R2.3)	co,mr.	Moegiadi & Elley, 1979.
11. Teacher behaviors	11.2 Instructional strategies	active teaching	A.A.:la.	0	F	Peru		-0-		Arriagada, 1983.
11. Teacher behaviors	11.2 Instructional strategies	active teaching	A.A.:ma.	+	P	Ecuador	5g.ru.	-0-		Sirio, 1979.
11. Teacher behaviors	11.2 Instructional strategies	active teaching	A.A.ma.	0	P	Botswana		-0-		Loxley, 1984.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.2 Instructional strategies	active teaching	A.A.ma.	0	P	Peru		-0-		Arriagada, 198
11. Teacher behaviors	11.2 Instructional strategies	discovering using modules	A.A.:la.	+	P	Brazil	3g.	-0-	cg.	Mino, 1984.
11. Teacher behaviors	11.2 Instructional strategies	discovering using modules	A.A.:ma.	+	P	Brazil	3g.	-0-	cg.	Mino, 1984.
11. Teacher behaviors	11.2 Instructional strategies	instructional strategies	A.A.:ma.	0	P	Thailand	5g.	(possible positive effect through pupil's engagement)	qu,ar.	Nitsaissok, 198
11. Teacher behaviors	11.2 Instructional strategies	monitoring	A.A.:la.	+	P&S	Chile	1-8g.	-0-	cg,an.	Milicic, 1982.
11. Teacher behaviors	11.2 Instructional strategies	phonic-gestural method for reading	A.A.:la.	+	P	Chile	1g.ur.	-0-	cg,pe. 1979.	Chadwick & Tark
11. Teacher behaviors	11.2 Instructional strategies	Piaget's methodology	A.A.:ma.	+	P	Chile	1g.ur.	-0-	cg,pe. 1979.	Chadwick & Tark

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.2 Instructional strategies	Piaget's methodology	A.A.:ma. 1-2g.ru.	0	P	Peru	1-2g.ur.ru.	-0-	st,cg. 1982.	Sanchez et al,
11. Teacher behaviors	11.2 Instructional strategies	Piaget's methodology	A.A.:ma. 2g.ur.	+	P	Peru	1-2g.ur.ru.	-0-	st,cg. 1982.	Sanchez et al,
11. Teacher behaviors	11.2 Instructional strategies	Piaget's methodology	I.Q.	0	P	Peru	1-2g.ur.ru.	-0-	st,cg. 1982.	Sanchez et al,
11. Teacher behaviors	11.2 Instructional strategies	task feedback	A.A.:ma.	+	P	Thailand	5g. (random sample of 2,381 pupils from 6 provinc)	Low (r=.044, this is a post-test effect)	.ar,fa,co.	Nitsaisook & Postlethawaite, 1986.
11. Teacher behaviors	11.2 Instructional strategies	time used for lecture	A.A.:la.	-	P	Peru	6g.ur.ru.	-0-	[illegible],ar.	Arriagada, 1983.
11. Teacher behaviors	11.2 Instructional strategies	time used for lecture	A.A.:sc.	-	P	Peru	6g.ur.ru.	-0-	pe,ar.	Arriagada, 1983.
11. Teacher behaviors	11.3 Teacher's attitudes	classroom climate	A.A.	+	P	Thailand	3-4g.	Direct effect		Educational Research & Planning Centre, 1983.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.3 Teacher's attitudes	classroom climate	A.A.	+	S	Indonesia	9g.			Sukmadinata, 1983.
11. Teacher behaviors	11.3 Teacher's attitudes	classroom climate (aggregated)	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(R2=.61)	R2,ar.	Moegiadi & Elley, 1979.
11. Teacher behaviors	11.3 Teacher's attitudes	classroom climate (democratic)	A.A.	0	P	Chile	4g.ur.	-0-	pe,co,ar. 1984.	Himmel et al,
11. Teacher behaviors	11.3 Teacher's attitudes	classroom climate (democratic)	A.A.	0	P&S	Chile	1-8g.ur.	-0-	fr,av. 1986.	Arancibia & Roa,
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's assessment of class	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.12)	co,ar.	Moegiadi & Elley, 1979.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.	+	P	Chile	4g.ur.	-0-	pe,ar. 1986; Himmel et al, 1984.	Covarrubias,
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.	+	P	Thailand		-0-	Chantavanich, 1976.	Fuller &

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.	+	P&S	Uganda		-0-	mr.	Durojaiye, 1974.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.:la.	+	S	Thailand	10g.	High	mr.	Chantavanich & Artidtieng, 1978.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.:la. &ma.	+	P	Hong Kong		-0-	cg.	Rowe, 1966.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	A.A.:ma.	+	S	Thailand	7g.ur.ru.	High	mr.	Chantavanich & Artidtieng, 1978.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expectations	Promotio n	+	P	Brazil	1g.	-0-	pe. 1981.	Gatti et al,
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's expected level of pupil's further education	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	High (r=.31; R2.3)	co,mr.	Moegiadi & Elley, 1979.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's job satisfaction	A.A.	0	P	Chile	4g.ur.	-0-	pe,mr. 1986.	Covarrubias,

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's job satisfaction	A.A.	0	P	Peru	6g.ur.ru.	-0-	pe,mr.	Arriagada, 1983.
11. Teacher behaviors	11.3 Teacher's attitudes	teacher's readiness	A.A.	+	P	Thailand	3-4g.	Indirect effect		Educational Research & Planning Centre, 1983.
11. Teacher behaviors	11.3 Teacher's attitudes	teachers' attitude towards school cluster management	A.A.	+	P	Thailand	3-4g.	Indirect effect		Educational Research & Planning Centre, 1983.
11. Teacher behaviors	11.5 Control of dicipline	classroom control	A.A.	+	P	Thailand	3-4g.	Direct effect.		Educational Research & Planning Centre, 1983.
11. Teacher behaviors	11.5 Control of dicipline	teacher's perception of aggressivity	A.A.	+	P	Chile	1g.	-0-	st,co.	Filp et al, 1984.
11. Teacher behaviors	11.5 Control of dicipline	teacher's perceptions of pupil's discipline	A.A.	-	P	Chile	4g.ur.	-0-	pe,mr.	Himmel et al, 1984.
11. Teacher behaviors	11.6 Class preparation	time used on class preparation	A.A.:sc.	+	P	Chile		-0-		Heyneman & Loxley, 1983.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
11. Teacher behaviors	11.6 Class preparation	time used on class preparation	A.A.:sc.	+	P	India		-0-		Heyneman & Loxley, 1983.
11. Teacher behaviors	11.6 Class preparation	time used on class preparation	A.A.:sc.	+	P	Iran		-0-		Heyneman & Loxley, 1983.
11. Teacher behaviors	11.6 Class preparation	time used on class preparation	A.A.:sc.	0	P	Thailand		-0-		Heyneman & Loxley, 1983.
11. Teacher behaviors	11.6 Class preparation	time used on class preparation	A.A.ma.	+	P	Botswana	hours marking papers	-0-		Loxley, 1984.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	A.A.	-	P	Thailand	1-6g.	-0-	ft,co,mr.	Parkpoom & Ruangsa-Ard, 1984.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	A.A.	-	P	Thailand	1-6g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	A.A.:la.	-	P	Thailand	1-6g.	-0-	co,pe,va.	Kajornsilp, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
12. Student behaviors	12.1 Attendance	pupil's absenteeism	A.A.:na.	-	P	Thailand	1-6g.na.	-0-	co,pe,va.	Kajornsilp, 1984
12. Student behaviors	12.1 Attendance	pupil's absenteeism	Access to secondary	-	P&S	Thailand	5-8g.	-0-	pe,gk. 1980.	Kaewkungwal,
12. Student behaviors	12.1 Attendance	pupil's absenteeism	Promotion	-	P	Thailand	1-6g.	-0-	co,pe,va.	Kajornsilp, 1984.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	Promotion	-	P	Thailand	1-6g.	-0-	va,x2.	Shimshoam & Jit-Aree, 1984.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	Promotion	-	P	Thailand	1-3g.ru.	-0-		Wan, 1975.
12. Student behaviors	12.1 Attendance	pupil's absenteeism	School efficiency	-	P	Thailand	1-6g.na.	High	va,fa,mr.	Chantavanich, 1982.
12. Student behaviors	12.2 Time spent on school activities	children household work	Promotion	-	P	Chile				Ortiz, 1980.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
12. Student behaviors	12.2 Time spent on school activities	leisure time activities	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=.09; R2=.1)	co,mr.	Moegiadi & Elley, 1979.
12. Student behaviors	12.2 Time spent on school activities	pupil's household work	Access	-	P	Upper Volta	ru.		fr,qu.	McSweeney & Freedman, 1980.
12. Student behaviors	12.2 Time spent on school activities	pupil's household work	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.11;B=.07;p<.01)	mr.	Shresta et al, 1986.
12. Student behaviors	12.2 Time spent on school activities	pupil's household work	Equity	-	P	Upper Volta	7-11 years old	(girls work twice than boys)	fr,qu.	McSweeney & Freedman, 1980.
12. Student behaviors	12.3 Student productive work	pupil's earnings	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (r=.16; B=.16;p<.01)	mr.	Shresta et al, 1986.
13. Opportunity to learn	13.1 Academic learning time	Additional lesson	Attendance	0	P	Indonesia				Muchtar et al, 1978.
13. Opportunity to learn	13.1 Academic learning time	additional lesson	Drop out	0	P	Indonesia				Muchtar et al, 1978.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	content covered	A.A.:ma.	+	S	Nigeria	9g. (random sample of 1,350 pupils of 15 schools)	High (r=.46; p<.01)	co.	Osafehinti, 1987
13. Opportunity to learn	13.1 Academic learning time	content covered (rated by students)	A.A.:ma.	+	S	Nigeria	9g. (random sample of 1,350 pupils of 15 schools)	High (r=.29;p<.05)	co.	Osafehinti, 1987.
13. Opportunity to learn	13.1 Academic learning time	content covered (rated by teachers)	A.A.:ma.	+	S	Nigeria	9g. (random sample of 1,350 pupils in 15 schools)	High (r=.64;p<.01)	co.	Osafehinti, 1987.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.	+	P	Indonesia		(at secondary PSPP alumni showed same learning than regular)		Kasmadi et al, 1980.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.	-	S&H	Indonesia				Munaf, 1985.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:en.	-	H	Indonesia	(PSPP schools compared to ss. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:en.	-	H	Indonesia	(PSPP schools compared to sc. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:en.	-	S	Indonesia	7-9g.			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	+	H	Indonesia	(PSPP schools compared to sc. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	+	P	Indonesia	6g. regular schools and 5g. PSPP schools			Soediarto, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	+	S	Indonesia	7-9g.			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	-	H	Indonesia	(PSPP schools compared to ss. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	-	P	Indonesia	4g. regular schools and 3g. PSPP schools	no statistically significant		Affandi et al, 1984.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:la.	-	P&S	Indonesia	(PSPP schools compared to traditional ones)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	+	H	Indonesia	(PSPP schools compared to ss. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	+	H	Indonesia	(PSPP schools compared to sc. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	+	P&S	Indonesia	(PSPP schools-mastery learning, reduced time,etc.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	-	P	Indonesia	4g. regular schools and 3g. PSPP schools	no statistically significant		Affandi et al, 1984.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	-	P	Indonesia	6g. regular schools and 5g. PSPP schools			Soediarto, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ma.	-	S	Indonesia	7-9g.			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	+	H	Indonesia	(compared to modular and regular schools)			Sastromihardjo, 1982.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	+	P	Indonesia	4g. regular schools and 3g. PSPP schools	no statistically significant		Affandi et al, 1984.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	+	P	Indonesia	6g. regular schools and 5g. PSPP schools			Munaf, 1985.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	+	P	Indonesia	6g. regular schools and 5g. PSPP schools			Soediarto, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	+	S	Indonesia	7-9g.			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	-	H	Indonesia	(PSPP schools compared to sc. stream regular sch.)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:sc.	-	P&S	Indonesia	(PSPP schools compared to traditional ones)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ss.	+	P	Indonesia	4g. regular schools and 3g. PSPP schools	no statistically significant		Affandi et al, 1984.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ss.	+	P&S	Indonesia	(PSPP schools-mastery learning, reduced time, etc)			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981
13. Opportunity to learn	13.1 Academic learning time	Development School Project	A.A.:ss.	-	S	Indonesia	7-9g.			Badan Penelitian dan Pengembagan Pendikan dan Kebudayaan, 1981.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (but higher than average r=.09; R2=.2)	co,mr.	Moegiadi & Elley, 1979.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.	0	P	Chile	4g.ur.	-0-	mr,pe. 1986.	Covarrubias,
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.	0	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(pupils with lowests scores were those wo did most homework)	fr,co,mr.	Moegiadi & Elley, 1979.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la.	+	P	Chile	biology homework	-0-	mr.	Thorndike, 1973.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la.	+	P&S	Iran		-0-	1973.	Comber & Keeves,

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la.	+	P&S	Tunisia	urban schools	-0-	ar.	Simmons, 1970.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la.	0	P&S	India		-0-		Comber & Keeves, 1973.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la.	0	P&S	Thailand		-0-		Comber & Keeves, 1973.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:la. &ma.	+	S	Chile		-0-		Schiefelbein & Farrell, 1973.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.:ma.	+	P	Venezuela		-0-		Elawar & Corno, 1985.
13. Opportunity to learn	13.1 Academic learning time	homework	A.A.ma.	+	P	Botswana		-0-		Heyneman & Loxley, 1983.
13. Opportunity to learn	13.1 Academic learning time	homework	School efficiency	+	P	Thailand	1-6g.na.	High	va,fa,ar.	Chantavanich, 1982.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	A.A.	+	P	Thailand	1-6g.ru.	-0-		Nichols, 1982.
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	A.A.:la.	+	P	Thailand	1-6g.	(positive effect only under a large reduction of time)	cg,st,va.	INNOTECH/project RIT, 1978.
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	A.A.:ma.	+	P	Thailand	1-6g.	(positive effect only under a large reduction of time)	cg,st,va.	INNOTECH/project RIT, 1978.
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	A.A.:sc.	+	P	Thailand	1-6g.	(positive effect only under a large reduction of time)	cg,st,va.	INNOTECH/project RIT, 1978.
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	A.A.:ss.	+	P	Thailand	1-6g.	(positive effect only under a large reduction of time)	cg,st,va.	INNOTECH/project RIT, 1978.
13. Opportunity to learn	13.1 Academic learning time	instructional time (reduced with modules)	Equity	+	P	Thailand	urban & rural schools	High (rural/urban)		Nichols, 1982.
13. Opportunity to learn	13.1 Academic learning time	pupil's attention to subject	A.A.:ma.	+	P	Thailand	5g. (random sample of 2,381 pupils from 6 provinc)	Low (r=.14, this effect is post-test)	ar,fa,co.	Nitsaisook & Postlethwaite, 1986.

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13. Opportunity to learn	13.1 Academic learning time	time-on-task	A.A.	+	P	Thailand		-0-		Classroom Environment Study Report, 1985.
13. Opportunity to learn	13.1 Academic learning time	time-on-task	A.A.:ma.	+	H	Indonesia	12g. (sc. stream)			Djaali, 1984.
13. Opportunity to learn	13.1 Academic learning time	time-on-task	A.A.:ma.	+	P	Thailand	5g. (random sample of 2,381 pupils from 6 provinc)	Low (r=.05, this is a post-test effect)	mr,fa,co.	Nitsaisook & Postlethawaite, 1986.
13. Opportunity to learn	13.2 Use of instructional software	instructional material (use)	A.A.:la.	+	P	Brazil	rural schools	High		Chesterfield, 1978.
13. Opportunity to learn	13.2 Use of instructional software	instructional material (use)	A.A.:la.	+	P	Ghana		-0-		Heyneman, 1978.
13. Opportunity to learn	13.2 Use of instructional software	peer-programmed teaching	A.A.	0	P	Indonesia	3-6g. (sd pamong schools)			Muntasir, 1982.
13. Opportunity to learn	13.2 Use of instructional software	programmed instruction lessons (use)	A.A.:la.	+	H	Thailand	12g.	High (.01 level).	pe,av,zt.	Pholdee, 1979.

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13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a.	+	P	Thailand	5g.	High (.01 level).	cg.	Chamnankit, 1984.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a.	0	S	Thailand	8g.	-0-	cg,va. 1984.	Rattana-Udom,
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a. :1g.	+	P	Thailand	1-4g.ur.ru.	High (.01 level in most provinces).	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a. :2g.	+	P	Thailand	1-4g.ur.ru.	High (.01 level in most provinces. In one it was negative	cg,sd,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a. :3g.	+	P	Thailand	1-4g.ur.ru.	High (.01 level)	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:1a. :4g.	0	P	Thailand	1-4g. ur.ru.	-0-	cg,st,va. 1982.	Wannapong et al,
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:ma. :1g.	+	P	Thailand	1-4g.ur.ru.	High (.01 level in most provinces).	cg,st,va.	Wannapong et al, 1982.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:ma.:2g.	0	P	Thailand	1-4g.ur.ru.	-0-	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:ma.:3g.	+	P	Thailand	1-4g.ur.ru.	High (.01 level)	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:ma.:4g.	-	P	Thailand	1-4g.ur.ru.	High (.01 level).	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		A.A.:sc.	+	P	Thailand	5g.	High (.01 level).	cg,sd,zt.	Sripirome, 1976.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		Equity:2g.	0	P	Thailand	1-4g.ur.ru.	-0-	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		Equity:4g.	+	P	Thailand	1-4g.ur.ru.	(rural experimental groups had higher scores than urban)	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction lessons al software (use)		Equity:1a.:1g.	+	P	Thailand	1-4g.ur.ru.	(rural experimental groups had higher scores than urban)	cg,st,va.	Wannapong et al, 1982.

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13. Opportunity to learn	13.2 Use of programmed instruction al software	lessons (use)	Equity:la.:3g.	+	P	Thailand	1-4g.ur.ru.	(rural experimental groups had higher scores than urban)	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction al software	lessons (use)	Equity:ma.:1g.	+	P	Thailand	1-4g.ur.ru.	(rural experimental groups had higher scores than urban)	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of programmed instruction al software	lessons (use)	Equity:ma.:3g.	0	P	Thailand	1-4g.ur.ru.	-0-	cg,st,va.	Wannapong et al, 1982.
13. Opportunity to learn	13.2 Use of instruction al software	PSPP instructional materials (use)	A.A.:ma.	+	P	Indonesia	5g.			Hamid, 1986.
13. Opportunity to learn	13.2 Use of instruction al software	PSPP instructional materials (use)	A.A.:sc.	+	H	Indonesia	11g. regular students and 10g. PSPP students			Hamid, 1986.
13. Opportunity to learn	13.2 Use of instruction al software	PSPP instructional materials (use)	A.A.:sc.	+	P	Indonesia	5g.			Hamid, 1986.
13. Opportunity to learn	13.2 Use of instruction al software	textbooks (compulsory use)	A.A.:la.	-	P	Indonesia	6g.na.	Low (1.21 points higher pupils with alternative textbooks)	co,ar.	Moegiandi & Elley, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunit y to learn al	13.2 Use of textbooks instruction (compulsory software use)		A.A.:ma.	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (2.79 points higherpupils without textbooks)	co,mr.	Moegiadi & Elley, 1979.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (compulsory software use)		A.A.:sc.	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (3.10 points higher pupils without textbooks)	co,mr.	Moegiadi & Elley, 1979.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (compulsory software use)		A.A.:ss.	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (.62 points higher pupils with alternative textbooks)	co,mr.	Moegiadi & Elley, 1979.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (use) software		A.A.	+	P	Iran	1-6g.	High		Heyneman and Farrel, 1978.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (use) software		A.A.:la.	+	P	Chile	1-6g.	High		Heyneman & Farrel, 1978.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (use) software		A.A.:la.	+	P	Thailand	1-6g.	High		Heyneman & Loxley, 1978.
13. Opportunit y to learn al	13.2 Use of textbooks instruction (use) software		A.A.:ma.	+	P	Thailand	1-6g.	High		Heyneman & Loxley, 1978.

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13. Opportunity to learn	13.2 Use of textbooks instruction al software	(use)	A.A.:ma.	+	S	Dominican Rep.	8g.	High	co.	Luna, Gonzalez, Wolfe, 1986.
13. Opportunity to learn	13.2 Use of textbooks instruction al software	(use)	Access to secondary	+	S	Uganda	7g.	High		Heyneman & Loxley, 1978.
13. Opportunity to learn	13.2 Use of textbooks instruction al software	(use)	Promotion	+	P	Brazil		High (mostly among pupils with illiterate parents)		Heyneman & Loxley, 1978.
13. Opportunity to learn	13.2 Use of textbooks instruction al software	(use)	Promotion	+	P&S	El Salvador		High		Heyneman & Loxley, 1978.
13. Opportunity to learn	13.3 Use of electronic instruction al hardware	aids used during instruction	A.A.:la.	+	P	Lesotho		High (.05 cg. level)		Anzalone & McLaughlin, 1984
13. Opportunity to learn	13.3 Use of electronic instruction al hardware	aids used during instruction	A.A.:ma.	+	P	Lesotho		High (.001 cg. level)		Anzalone & McLaughlin, 1984.
13. Opportunity to learn	13.3 Use of electronic instruction al hardware	aids used during instruction	Equity	+	P	Lesotho		High (greater achivement for less able children)	cg.	Anzalone & McLaughlin, 1984.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:en.	ed	0	P&S	Thailand	1-9g.	-0-	1967.	Schramm et al,
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	+	P	Dominican Rep.	1-4g.ru.			Walker,1986; Hanssen,Koslow,&Olsen,1983; Sanguinety,1985; Friend & Koslow,1985; Friend,1984.
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	+	P	Kenya	1-3g.	-0-		Eshiwani, 1983.
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	+	P	Mexico	1-4g.ru.bilingual	Low		Schoelkes, 1972, 1977; Jamison & McAnany, 1978.
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	+	P	Mexico	4-6g.ru.	High		Spain, 1977; Jamison & McAnany, 1978.
13. Opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	+	P	Thailand	1-3g.ru.	High		Galda, 1985; San-Jan, 1982; Friend, Galda, & Searle (n.d.).
13. opportunit y to learn	13.3 Use of radio-assist instruction al hardware instruction	A.A.:la.	ed	0	P	Indonesia				Simanjuntak & Dakir, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		+	P	Dominican Rep.	1-4g.ru.			Walker,1986; Hanssen,Koslow, Isen,1983; Sanguinety,1985 Friend & Koslow,1985; Friend,1984.
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		+	P	Mexico	1-4g.ru.bilingual	Low		Schmelkes, 1972, 1977; Jamison & McAnany, 1978.
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		+	P	Mexico	4-6g.ru.	Low		Spain, 1977; Jamison & McAnany, 1978.
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		+	P	Nicaragua	1-4g.	High (average E.S..52, higher in lower grades)		Oxford et al, 1986; Christensen, 1985; Friend & Kemmerer, 1985.
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		+	P	Thailand	1-3g.ru.	High		Galda, 1985; San-Jan, 1982; Friend, Galda, & Searle (n.d.).
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:ma.		0	P	Indonesia				Simanjuntak & Dakir, 1979.
13. Opportunity to learn	13.3 Use of radio-assisted instruction	A.A.:sc.		+	P	Uganda		-0-		Walugere, 1980.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		A.A.:ss.:2g.	+	P&S	Thailand	1-9g.	Low		Schramm et al, 1967.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		A.A.:ss.:3g.	+	P&S	Thailand	1-9g.	High		Schramm et al, 1967.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		A.A.1a.	+	P	Kenya	1-3g.ru.8 tongues.	High (average E.S.45)		Oxford et al, 1986; Christensen, 1985; Friend & Kemmerer, 1985.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		Drop out	+	P	Ecuador	rural bilingual schools	High		Clearinghouse on development communications, 1982.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		Drop out	-	P	Mexico	1-4g.ru.bilingual	Low		Schmelkes, 1972, 1977; Jamison & McAnany, 1978.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		Equity	+	P	Dominican Rep.	1-4g.ru.	High (integration of migrants)		Walker,1986; Hanssen,Koslow,&Olsen,1983; Sanguinety,1985; Friend & Koslow,1985; Friend,1984.
13. Opportunity to learn	13.3 Use of radio-assisted instruction al hardware instruction		Equity	+	P	Thailand	1.3g.ru.	High (higher E.S in ru.(.58) than in ur. (.24))		Galda, 1985; San-Jan, 1982; Friend, Galda, & Searle (n.d.).

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.3 Use of radio-assisted instruction		Equity	-	P	Mexico	1-4g.ru.bilingual	High (p<.01 ethnic background)		Schmelkes, 1972, 1977; Jamison & McAnany, 1978.
13. Opportunity to learn	13.3 Use of radio-assisted instruction		Equity	-	P	Nicaragua	1-4g.	High (higher scores for urban schools)		Oxford et al, 1986; Christensen, 1985; Friend & Kemmerer, 1985.
13. Opportunity to learn	13.3 Use of radio-assisted instruction		Promotion	+	P	Ecuador	rural bilingual schools	High (declining with enrollment)		Clearinghouse on development communications, 1982.
13. Opportunity to learn	13.3 Use of T.V. assisted instruction		A.A.	-	P	Colombia	1-5g.	-0-	Lyle, 1982.	Schramm, 1967;
13. Opportunity to learn	13.3 Use of T.V. assisted instruction		A.A.	0	P	India	1-5g.ru.	-0-		Shukla, 1979.
13. Opportunity to learn	13.3 Use of T.V. assisted instruction		A.A.	0	P	India	rural schools	-0-		Shukla, 1979.
13. Opportunity to learn	13.3 Use of T.V. assisted instruction		A.A.	0	P&S	American Samoa	3-12g.	-0-	1981.	Schramm et al,

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:1a.	+	P	Ivory Coast	1-6g.ur.ru.	-0-	Hawkridge & Robinson, 1982; Carnoy, 1976.	Kaye, 1976;
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:1a.	-	P	Ivory Coast	1-6g.ur.ru.	-0-	Hawkridge & Robinson, 1982; Carnoy, 1976.	Kaye, 1976;
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:1a.	-	P	Niger	1-6g.	-0-	development communications, 1982.	Clearinghouse on
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:1a.	0	S	El Salvador	7-9g.	-0-		Mayo et al, 1976.
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:1a. :2g.	+	P	Colombia	1-5g.	-0-	Lyle, 1982.	Schramm, 1967;
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:ma.	+	S	El Salvador	7-9g.	High		Mayo et al. 1976.
13. Opportunity to learn	13.3 Use of T.V. instruction assisted al hardware instruction		A.A.:ma.	-	P	Niger	1-6g.	-0-	development communications, 1982.	Clearinghouse on

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		A.A.:ma. :5g.	+	P	Colombia	1-5g.	-0-	Lyle, 1982.	Schramm, 1967;
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		A.A.:sc.	-	S	El Salvador	7-9g.	-0-		Mayo et al, 197
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		A.A.:sc. :4g.	+	P	Colombia	1-5g.	-0-	Lyle, 1982.	Schramm, 1967;
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		A.A.:ss.	0	S	El Salvador	7-9g.	-0-		Mayo et al, 1976
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		Access	+	S	El Salvador	7-9g.	High (in five years enrollment increased 3 times)		Mayo et al, 1976
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		Drop out	+	P	Niger	1-6g.	High (drop out was reduced from 40% to 6%)		Clearinghouse on development communications, 1982.
13. Opportunity to learn al	13.3 Use of T.V. instruction assisted hardware instruction		Drop out	0	P	India	1-5g.ru.	-0-		Shukla, 1979.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
13. Opportunity to learn	13.3 Use of instruction al hardware	T.V. assisted instruction	Drop out	0	P	India	rural schools	-0-		Shukla, 1979.
13. Opportunity to learn	13.3 Use of instruction al hardware	T.V. assisted instruction	Equity	+	P	Ivory Coast	1-6g.ur.ru .	High (urban/rural differences decreased)		Kaye, 1976; Hawkridge & Robinson, 1982; Carnoy, 1976.
13. Opportunity to learn	13.3 Use of instruction al hardware	T.V. assisted instruction	Equity	-	S	El Salvador	7-9g.	High (boys and high SES gained more)		Mayo et al, 1976.

DATA BANK OF THIRD WORLD EDUCATIONAL RESEARCH

FINDINGS ON THE INTERACTION BETWEEN SCHOOL OUTCOMES

THIRD WORLD EDUCATIONAL RESEARCH
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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
15. Retention	15.1 Student flow rates	pupil's repetition	A.A.	+	P	Thailand		-0-		Fuller & Chantavanich, 1976.
15. Retention	15.1 Student flow rates	pupil's repetition	A.A.	0	P	Brazil		-0-		Costa, 1977.
15. Retention	15.1 Student flow rates	pupil's repetition	A.A.aa.	0	S	Egypt		-0-		Hartley & Swanson, 1984.
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	+	P	Chile	lg.	-0-		Bravo & Morales, 1983.
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	+	P	Mexico		-0-		Munoz et al, 1979.
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	+	P	Sri Lanka		-0-		Gomes, 1979.

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FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	+	P	Sri Lanka		-0-		Jayasundera, 1980.
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	+	P	Thailand		High		UNESCO, 1984.
15. Retention	15.1 Student flow rates	pupil's repetition	Drop out	-	P	Egypt		-0-		Hartley & Swanson, 1984.
15. Retention	15.1 Student flow rates	pupil's repetition	Promotio n	-	S	Tunisia		-0-		Carnoy & Thias, 1974.
15. Retention	15.1 Student flow rates	repeaters	A.A.	-	P	Indonesia	6g.na. (13,405 randomly selected pupils)	Low (r=11; R2=.1)	av,co,mr.	Moegiadi & Elley, 1979.
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.	+	P	Indonesia	6g.na. (13,405 randomly selected pupils)	(r=.21 estimated data)	co.	Moegiadi & Elley, 1979.
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.	+	S	Colombia		-0-	mr.	Psacharopoulos & Loxley, 1986.

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.	+	S	Kenya		-0-	pf. 1973.	Thias & Carnoy,
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.	0	P	Kenya		-0-	pf. 1973.	Thias & Carnoy,
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.	0	S	Malaysia		-0-	ar.	Beebout, 1972.
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.:la.	0	S	Tanzania		-0-	ar. Loxley, 1986.	Psacharopoulos &
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.:sc.	+	P	Argentina		-0-	ar. Loxley, 1983.	Heyneman &
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.:sc.	+	P	Bolivia	urban schools	-0-	ar. Pinellsiles, 1977.	Morales &
17. Costs	17.1 Pupil costs	expenditures per pupil	A.A.:sc.	0	P	Bolivia	rural schools	-0-	ar. Pinellsiles, 1977.	Morales &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
17. Cost	17.1 Pupil costs	expenditures per pupil	A.A.:sc.	0	P	Mexico		-0-	Loxley, 1983.	Heyneman &
17. Costs	17.1 Pupil costs	expenditures per pupil	Access	-	P&S	Nepal	ru(4,655 schoolage children-40% students-na.)	High (B=-.04; p<.01)	mr.	Shresta et al, 1986.
17. Costs	17.1 Pupil costs	expenditures per pupil	Promotion	+	P	Thailand	7g.ur.ru.	High	mr,qu,ca.	Chantavanich, 1978.
17. Costs	17.1 Pupil costs	expenditures per pupil	Tech. skills	+	P	Mexico		-0-	pf. 1985.	Fuller at al,
17. Costs	17.1 Pupil costs	expenditures per pupil	Vocational exam	+	S	Tanzania	for 2 of 3 tracks	-0-	mr. Loxley, 1986.	Psacharopoulos
17. Costs	17.2 Overall expenditures for education	total expenditures	A.A.:sc.	+	P	Chile		-0-	Loxley, 1983.	Heyneman &
17. Costs	17.2 Overall expenditures for education	total expenditures	A.A.:sc.	+	P	Mexico		-0-	Loxley, 1983.	Heyneman &

FACTOR	CATEGORY	INDICATOR	SCHOOL OUTCOME	DIRECTION OF EFFECT	SYSTEM LEVEL	COUNTRY	SETTING	DEGREE OF SIGNIFICANCE	METHOD	REFERENCE
17. Costs	17.2 Overall expenditures for education	total expenditures	A.A.:sc.	0	P	Brazil		-0-		Heyneman & Loxley, 1983.
17. Costs	17.2 Overall expenditures for education	total expenditures	A.A.:sc.	0	P	Colombia		-0-		Heyneman & Loxley, 1983.
17. Costs	17.2 Overall expenditures for education	total expenditures	A.A.:sc.	0	P	Paraguay		-0-		Heyneman & Loxley, 1983.

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BRIDGES MODEL

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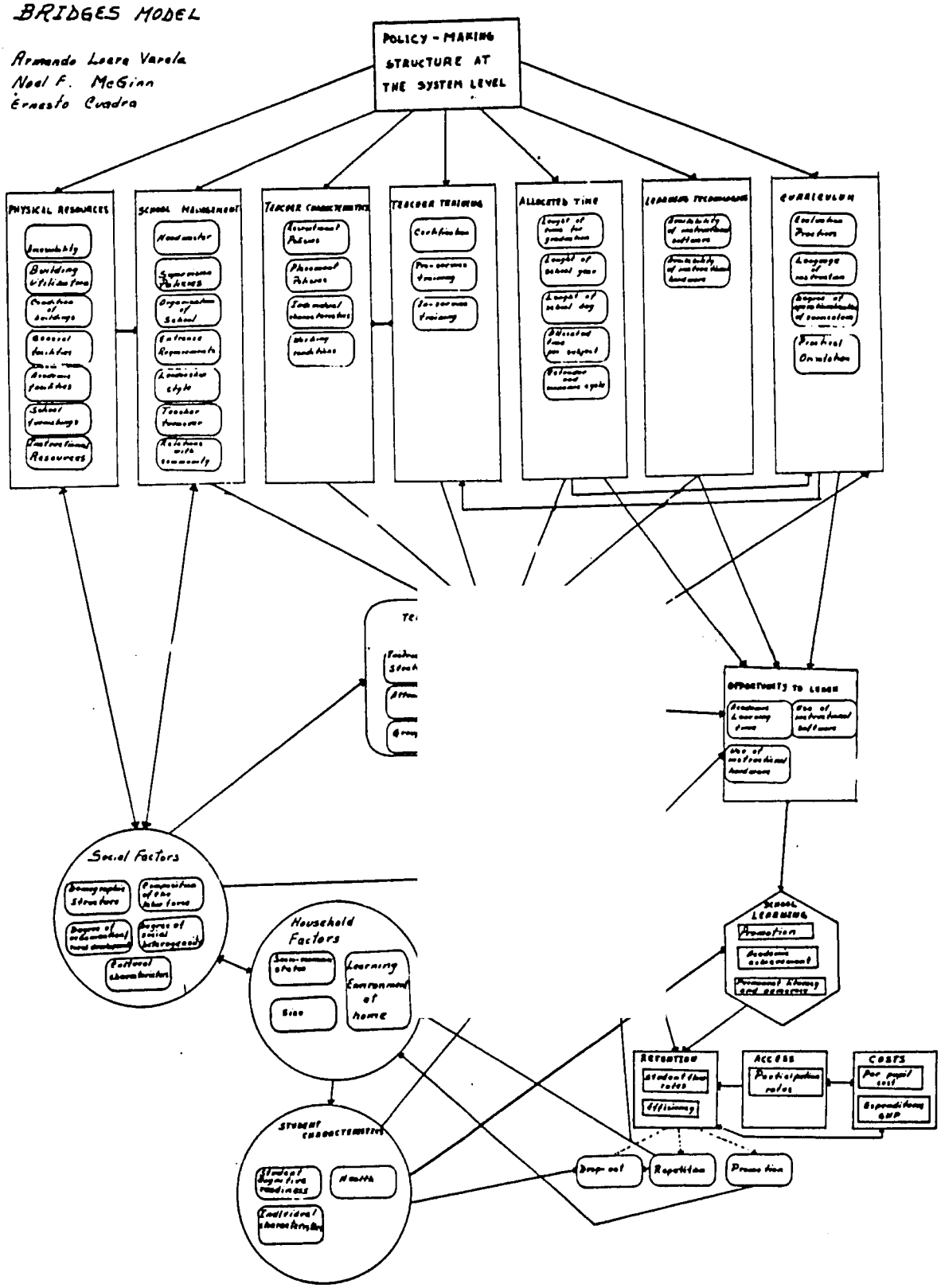

INDICATO	Number of Occurrences
abolition of fees	1
academic curriculum (different from vocational)	11
academic facilities	1
access to T.V.	2
achievement information	2
active teaching	5
additional lesson	2
automatic promotion	4
availability of textbooks at home	3
birth order	1
birth order (middle)	1
birth order (oldests)	8
boarding schools	5
children exposed to media at home	1
children household work	1
class size	33
classroom climate	2
classroom climate (aggregated)	1

INDICATO	Number of Occurrences
classroom climate (democratic)	2
classroom control	1
classroom lighting	1
content covered	1
content covered (rated by students)	1
content covered (rated by teachers)	1
cost of schooling	1
denseiv bopulated districts	2
Development School Project	27
discovering using modules	2
Dominant use of national language in the community	1
eariv stimulation	2
economic development of the district	2
educational level of the community	1
electricity services	6
electronic aids used during instruction	3
entrance tests in local language (vs.national lang	4
ethnicity	2

INDICATO	Number of Occurrences
expenditures per pupil	14
family size	4
family size (smaller)	1
family s need of child labor	1
father s level of schooling	4
female teachers	12
gender quota policies	1
girls pregnancy	2
headmaster s experience	2
headmaster s leadership style (strict)	1
headmaster s training	7
high staff moral	1
home background (aggregated)	2
homework	12
household characteristics (aggregated)	1
household occupation (agriculture)	1
household occupation (non-professional service)	1
household occupation (professional service)	1

initial teaching in mother's language	4
instructional aids (charts)	1
instructional material (use)	2
instructional materials	30
instructional materials at home (availability)	3
instructional media	3
instructional strategies	1
instructional time (reduced with modules)	6
Intensive use of national language	2
introduction of women's labor-saving technologies	1
laboratories	11
laboratory	2
land renting rate in the province (low)	1
leisure time activities	1
length of instruction	1

INDICATO	Number of Occurrences
length of program	12
level of schooling of adults living in the househo	1
library	2
library activity	18
limited number of grades in school	2
livestock wealth	1
loss of key head teachers	1
modules	9
monitoring	1
morning shift	3
multigrade classrooms	1
nongraded classrooms	1
number of adults in the family (less than two)	1
number of full-time teachers	5
number of primary schools in the district	2
number of shifts	3
nutrition	3
parent's support	4

INDICATO	Number of Occurrences
parental expectations (high)	2
parents' education	1
parents' modernity	1
parents' occupation (commerce)	5
parents' supervision	1
parents' supervision (lack)	1
peer-programmed teaching	1
phonic-gestural method for reading	1
physical facilities	8
physical facilities (shortage)	1
Piaget's methodology	4
place of residence (urban/rural)	2
programmed lessons (use)	18
PSPP instructional materials (use)	3
pupil's absenteeism	9
pupil's age	1
pupil's age as expected by the system	2
pupil's attention to subject	1

pupil's sight and hearing	1
pupil's gender	1
pupil's gender (female)	2
pupil's gender (male)	2
pupil's health	1
pupil's household work	3
pupil's intelectual ability	10
pupil's intelectual ability (high ability and paci	1
pupil's intelectual ability (low ability and pacin	1
pupil's plans on further education	1
pupil's plans on further schooling	1
pupil's pre-school	9
pupil's readiness	4
pupil's repetition	10
pupil's socio-economic status	44
pupil's [plans on further schooling	1

INDICATO	Number of Occurrences
pupils gender (male)	1
radio-assisted instruction	24
relevant curriculum for rural areas	1
repeaters	1
school distance	7
school environment	1
school facilities	1
school factors (aggregated)	2
school feeding programs	5
school furnishing (desks,seats)	5
school monitoring	2
school size	19
school size (small)	4
school space	1
schools with instructional aids	1
shortage of staff	1
single-head households	2
speakers of national language	4

INDICATO	Number of Occurrences
T.V. assisted instruction	21
task feedback	1
teacher from the community	2
teacher training (in-service)	14
teacher training (pre-service)	22
teacher training (primary teachers)	16
teacher training (secondary teachers)	33
teacher turnover	4
teacher's absenteeism	2
teacher's age	9
teacher's assessment of class	1
teacher's certification	6
teacher's cognitive proficiency	6
teacher's ethnic group (dominant)	1
teacher's expectations	7
teacher's expected level of pupil's further educat	1
teacher's experience	36
teacher's guides	2

INDICATO	Number of Occurrences
teacher's job satisfaction	2
teacher's perception of aggressivity	1
teacher's perceptions of pupil's discipline	1
teacher's readiness	1

teacher's social class	11
teacher's turnover	1
teacher-classroom ratio (low)	4
teachers with additional teaching posts	1
teachers' attitude towards school cluster manageme	1
test frequency	1
tests (frequency)	1
textbook availability	6
textbooks (availability)	9
textbooks (compulsory use)	4
textbooks (use)	8
time used for lecture	2

INDICATO	Number of Occurrences
time used on class preparation	5
time-on-task	3
total expenditures	5
training of community people as para-professional	1
university training compared to normal schools	4
urban environment	6
well equiped school	1
working parents (both)	1

FACTOR	Number of Occurrences
1. Community factors	34
10. Curriculum	44
11. Teacher behaviors	45
12. Student behaviors	15
13. Opportunity to learn	138
15. Retention	11
17. Costs	19
2. Household factors	99
3. Student characteristics	45
4. Physical resources	72
5. School management	100
6. Teacher characteristics	106
7. Teacher training	95
8. Allocated time	13
9. Learning technologies	45

CATEGORY	Number of Occurrences
1.1 Demographic structure	2
1.2 Composition of the labor force	2
1.3 Degree of urbanization/rural development	18
1.4 Degree of social heterogeneity	7
1.5 Cultural characteristics	5
10.1 Evaluation practices	12
10.2 Language of instruction	8
10.3 Operationalization of curriculum	12
10.4 Practical orientation	12
11.1 Absenteeism	2
11.2 Instructional strategies	17
11.3 Attitudes	18
11.5 Discipline	3
11.6 Class preparation	5
12.1 Attendance	9
12.2 Earnings	1
12.3 Time spent on school activities	5
13.1 Academic learning time	54

CATEGORY	Number of Occurrences
13.2 Use of instructional software	36
13.3 Use of instructional hardware	48
15.1 Student flow rates	11
17.1 Pupil costs	14
17.2 Expenditures for education	5
2.1 Socio-economic status	56
2.2 Size	18
2.3 Learning environment	19
2.4 Education	2
2.4 Educational attainment	4
3.1 Previous schooling	11
3.2 Health	5
3.3 Gender	6
3.4 Cognitive competency	20
3.5 Age	3
4.1 Accessibility	7
4.2 Size of school	1
4.3 Condition of buildings	6

CATEGORY	Number of Occurrences
4.3 Conditions of buildings	7
4.4 General facilities	6
4.5 Academic facilities	37
4.6 School furnishing	6
4.7 Instructional resources	2
5.1 Headmaster characteristics	10
5.2 Supervision	2
5.3 Organization of school	73
5.4 Entrance requirements	2
5.5 Leadership style	2
5.6 Teacher turnover	6
5.7 Relations with community	5
6.1 Recruitment policies	2
6.2 Placement policies	1
6.3 Individual characteristics	75
6.4 Working conditions	28
7.1 Certification	10
7.2 Pre-service training	71

7.5 In-service training	14
8.4 Allocated time per subject	13
9.1 Availability of instructional software	45